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ABSTRACT

This document describes an alternative high school program developed to provide a continuing educational opportunity for students who had discontinued their education prior to high school graduation. Data collection focus provided comprehensive information about (1) the characteristics of students and applicants, (2) the degree to which the program has been accomplishing its objectives, (3) the nature and effectiveness of curriculum and other strategies, (4) the attitudes of people directly involved, (5) costs, (6) other outcomes, (7) implications, and (8) recommendations. Evaluation procedures included analyzing student records; procuring sample student histories; administering questionnaires to applicants, students, staff, former counselors, former students, and parents; analyzing the curriculum; comparing pre- and post-tests in reading; and analyzing student performance in respect to regularity of attendance, number of credits earned, number graduating, and post school activity. Objectives, strategies, and the content of survey questionnaires are detailed. (Author/EA)

Research Report

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OFF CAMPUS HIGH SCHOOL EVALUATION

A PUBLICATION OF THE RESEARCH OFFICE
OF THE PLANNING DEPARTMENT
BELLEVUE PUBLIC SCHOOLS
BELLEVUE, WASHINGTON

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BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington
June 1972

OFF CAMPUS HIGH SCHOOL EVALUATION

A Publication of the Research Office of the Planning Department.

Donald L. Mickey, Director of Research
Bryan E. Lawrence, Assistant Superintendent for Planning

The Off Campus High School was opened 26 January 1970 to provide a continuing educational opportunity for students who had discontinued their education in a Bellevue secondary school prior to graduation.

During 1970-1972 the Off Campus High School Program was funded primarily by an Elementary and Secondary Education Act, Title I grant. It will be jointly funded by the Bellevue School District and an ESEA grant during 1972-1973.

The prime mission of the Off Campus High School is to provide a program that is meaningful to those individuals for whom the regular school program--with its certain demands and constraints--just doesn't fit. With this mission in mind, it was determined that the Off Campus High School Program should focus on the following points in relation to these students and their needs: (1) raise their academic performance in order to complete high school graduation, (2) establish a regularity in attendance based on the student's academic and personal needs, (3) increase the self-image of students, and (4) develop a reading competence sufficient to cope with everyday needs.

The school has been in operation for two and one-half years. This paper presents an evaluation of the program, the attitudes of students, faculty, parents, and others involved in the program, the success of various features of the program and other outcomes.

The District wishes to express appreciation to the many people who have cooperated in the conduct of this study. Particular thanks go to:

Mr. William Jennings, head teacher, and to the staff, who have worked extensively with the Research Office with complete cooperation.

Those many current students, former students, and applicants, and the parents of students and former students who gave such a large degree of cooperation in responding to the questionnaires.

The counseling staffs of the regular secondary schools for providing information regarding students and former students.

Dr. Alden Clark, Dr. William Mattick, Dr. Jack Thompson, and Mr. John Betrozoff who have given full cooperation in the planning and conduct of the study.

Dr. William H. Morton
Superintendent

OFF CAMPUS HIGH SCHOOL EVALUATION

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Introduction. The Research Office of the Planning Department was requested to plan and conduct an evaluation of the Off Campus High School Program by the Assistant Superintendent for Planning.

The general purpose of the evaluation as interpreted by the Research Office has been to develop and provide to the Board of Directors, to all levels of administration, and to the Off Campus High School staff, comprehensive information relating to the following questions:

1. What are some of the characteristics of the students and applicants, and to what degree do the students being served meet the target group criteria?

2. What are the objectives of the program and to what degree or in what respects is the program accomplishing these objectives?

3. What curriculum and other strategies are being used and how are they working?

4. What are the attitudes of directly involved people toward the program?

5. What is the cost of the program overall and to the District?

6. What are other outcomes of the program?

7. What implications are there as to needs which remain unmet in the Off Campus High School Program and in the District?

Also, portions of this evaluation are expected to be applicable to a report required of the Consultant for Federal Projects to the Superintendent of Public Instruction in relation to the funding received through an ESEA Title I grant.

The Off Campus High School Program is a part of the Pupil Personnel Services Department. Recommendations have been developed on the basis of the evaluation and in cooperation with Mr. William Jennings, head teacher of Off Campus High School, Dr. Jack Thompson, Coordinator of Guidance, and Dr. William Mattick, Director of Pupil Personnel Services.

In order to develop these kinds of information the following data collection steps were taken:

1. Descriptive data regarding the current student population and students on the waiting list was secured from cumulative record files, Off Campus High School records and brief survey forms sent to the regular high schools or junior high schools formerly or presently attended.

2. Questionnaires were sent out to the following groups:

   a) Current students

   b) Parents of current students

   c) Students in the reading program

   d) Former students

   e) Parents of former students

   f) Students on the waiting list

   g) Off Campus High School staff members

3. A committee was formed of in-district regular high school teachers, representing major curriculum areas, chaired by Dr. Howard Johnson, former principal of Interlake High School and currently Associate Director of the Bureau of School Services and Research at the University of Washington. The committee studied the curriculum offerings and expectations at Off Campus High School.

4. Data as to student requirements and outcomes in respect to credits required for graduation, credits earned, and number of students graduating and dropping out were collected from Off Campus High School records.

5. The achievement progress of reading students on the basis of pre- and post-testing with standardized tests was secured.

6. Case history abstracts of ten randomly selected current students were developed by Miss Vicki Foreman, an advanced graduate student in Educational Psychology at the University of Washington.

7. Costs of the program were determined and summarized.

This report will present these data and relate them to the questions stated.

General Description of Program. Off Campus High School is staffed by a head teacher, four teacher-counselors and, as of 1 March 1972, three part time reading tutors[1], and a secretary. It has had no custodial service. It is housed in a former residence at 130 112th N.E., near the business section of the older part of greater Bellevue. As of 1 March 1972, there were 97 students enrolled on a full or part time basis, including three students who attend for counseling only. Mr. Jennings, head teacher, further describes application and student program planning procedures in the two parts of the program[2]:

> "There are two parts to the Off Campus High School, the high school completion program and the learning disabilities program. Admissions differ considerably between the two programs.
>
> "Any young adult 14 through 20 years of age who has not graduated from high school, who resides in the Bellevue School District, and who has dropped out of school for whatever reason or who has been placed on long-term suspension (semester or longer) may make application to enroll in the Off Campus High School. In a few cases applications are accepted from students presently enrolled in one of the other high schools. Such applications are accepted only when counselors and/or administrators of that high school in which the student is enrolled indicate personally to the head teacher at Off Campus High School that dual enrollment will, in all probability, be beneficial in keeping the student in school.
>
> "Students enrolled in the learning disabilities program may be referred to Off Campus High School by counselors from one of the high schools, or, should it be found that an applicant has difficulties in reading or learning disabilities it is recommended to the applicant that the course would be beneficial to him before getting involved in other classes at Off Campus High School.
>
> "When a student is accepted into the learning disabilities program he is assigned to one of the learning disabilities teachers who interviews the student and reviews previous information. The teacher will then administer tests necessary for further diagnostic purposes. He will interpret the results to the student and in many cases to the student's parents. Following the interpretation a program is outlined for the student. The teacher and the student review the proposed program. When the program is acceptable to the student his work is begun."

---

1. The original staff, with the exception of the secretary, were men. The third reading teacher is a woman, and a woman teacher-counselor has been hired as a summer replacement. A part-time, woman art teacher has recently been employed.

2. From a memorandum statement from Mr. Jennings, head teacher, to the Research Office, 9 June 1972.

> "The program for a student in the high school completion program is slightly different. After acceptance the student is assigned a teacher-counselor. It is the teacher-counselor's responsibility to review the student's transcript with him, and help him to determine the credits and courses necessary to graduate. When this is accomplished, the student must decide the areas in which he wishes to work. The teacher-counselor arranges with other teachers initial appointments for the student.
>
> "Each teacher must determine with the student the learning program necessary to earn a credit in a specific subject area. If the student does not come in with a plan for fulfilling the requirements to complete a course (most students do not) the teacher will indicate what he feels are the minimum expectations."

The instructional process consists of tutorial instruction, enrichment, physical activities, and counseling. Tutorial instruction is provided in reading, composition and writing, social studies, and mathematics. The course work is "individualized and scheduled on an appointment or instructional contract basis". Enrichment activities planned this year were to include "art, contemporary music, conversational languages, readings in humanities and sociology, and environmental sciences". Physical activities were to be "such events as camping and hiking". Counseling was to offer "occupational-vocational exploration, group discussions, contemporary youth problems and individual-personal interviews".[1]

Photography class was to be extended this year to 35 mm color slide filming. Science classes were to be expanded in the areas of zoology and geology. Photography and science equipment were to be provided to effect this expansion.

Population Descriptions--Target Population. The program was planned to serve eighty students who have dropped out of or been suspended from the regular high school program. The reading tutoring program was designed to serve an additional 15 students with reading or learning disabilities. Other selection criteria are the following:

1. Poor attendance record.
2. Close to graduation, needing only a few credits.
3. Of at least average or near average academic potential.
4. Indication of a learning disability in reading or writing.
5. A negative self-image.
6. Chronically a discipline problem.
7. A significant reduction in academic performance and grade point average.

---

1. Project Program Component--ESEA, Title I, Office of the Superintendent of Public Instruction, State of Washington, Olympia, Washington.

Population Description -- Current Students. Of the total of 97 students enrolled at Off Campus High School as of 1 March 1972, 88 were associated with Off Campus High School exclusively. The other nine students were taking at least some classes at a regular high school. Of the 88, 14 were regularly enrolled in Off Campus and also in the Reading Tutoring Program, and three were attending Off Campus High School for counseling only.

Boys and girls were fairly evenly represented (56% boys; 44% girls). Most students were in the upper three grades, with a few ninth graders. Distribution by teacher-counselor and by last school attended can be seen in Table I. The four Bellevue regular high schools are rather evenly represented.

From those cumulative records which were readily available[1], the descriptive data shown in Table II were compiled. Although mean ages of students for various grade levels in the other high schools are not available, the mean of 17.49 is judged to be somewhat older than what would probably be true of a similar random sample from the over-all high school populations with the same proportions of students at each grade level. (Most 17.5-year-olds are probably in their senior year in March.) The mean number of credits at entrance (13.11) is markedly below what this distribution of students in a regular program with regularly passing grades would have. At the rate of 12 to 14 credits per year this distribution of students by class would have a mean of 30 credits, roughly estimated.

The average Grade Point Average at entrance (1.77) was markedly below the District high school average, but with a great deal of range.

The average grade level at entrance was two-thirds of the way through the sophomore year, and the mean number of months enrolled was about ten and one-half.

Different standardized test scores were available for different students, so that a relatively small proportion of the current students had scores on a given test. However, these data in Table II suggest some average comparative weakness in math computation and reading.

The average ability of the group would appear to be slightly above the national average and slightly below the local average (DAT and SCAT, Table II). The range in math, reading and ability appears to be almost as great as in the District as a whole.

---

1. There has been a delay in securing some of these records from the regular high schools, reportedly because of such things as outstanding library fines.

The data in Table III were secured by sending check lists to the regular high school counseling staffs. It was requested that the counselor who had this kind of knowledge of the former student check their former students' problems. It is probably safe to assume that this is a "minimal" count in that some difficulties many of these students had were probably not known to this counselor. For example, it is thought that the number classified by the counselors as having reading difficulty and severe academic difficulty is lower than was in fact the case. Frequency distributions of standardized test scores (not shown) indicate 21.6 percent at or below the sixth percentile for the District on Step Reading and 25 percent at or below stanine two in SAT Math Computation (eleven percent, by definition, are in stanines 1 and 2 district-wide). The frequency distributions also indicate greater dispersion or heterogeneity among the Off Campus High School students than for the District as a whole.

It is indicated that at least 57 percent were known by the counselor to be out of regular school at the time of Off Campus High School admission; and at least 14 percent were considered to be potential drop-outs. However, the head teacher, Mr. Jennings, states that all but three of the current students had in fact dropped out or had been suspended from a regular school before they were admitted. These three were on the verge of dropping or being suspended and it was worked out with the regular school administration that they would be admitted to Off Campus High School prior to such a crisis.

At least 52 percent were classified as having a chronic truancy problem. A third were in conflict with rules and authority, and approximately a fifth were classified as having severe emotional problems.

Table III also shows the percentages of students checked as having various numbers of problems. Sixty-eight percent were checked as having at least two problems.

In summary the 97 students in the Off Campus High School population have a wide range of abilities, academic skills, and grade records. They tend to be somewhat older than their peers in the regular high schools. Most of them, but not all, came with a history of either academic failure, chronic truancy, or difficulty with authority. Many of them had reading and math computation difficulties. There are almost as many girls as boys. They tend, on the average to be nearly as able as the average Bellevue high school student.

TABLE I

OFF CAMPUS HIGH SCHOOL EVALUATION

NUMBER AND DISTRIBUTION OF CURRENT STUDENTS
AS OF 1 MARCH 1972

ENROLLMENT STATUS AND SEX	Boys	Girls	Total
Attends Off Campus H.S. only	40	31	71
Off Campus H.S. and reading	9	5	14
Off Campus H.S., reading, and regular high school	1	0	1
Off Campus reading and regular high school	0	1	1
Off campus counseling only	0	3	3
Off Campus H.S. and regular high school	4	3	7
	54	43	97
GRADE LEVEL OF STUDENTS			
9th grade	8	2	10
10th grade	16	12	28
11th grade	11	17	28
12th grade	19	12	31
	54	43	97
ASSIGNMENTS TO TEACHER/COUNSELOR			
Tullar	15	9	24
Linbo	17	11	28
Holden	15	9	24
Ward	7	11	18
Jennings (head teacher)	0	3*	3*
	54	43	97
LAST SCHOOL ATTENDED:			
Bellevue High School	15	6	21
Sammamish High School	8	10	18
Newport High School	11	8	19
Interlake High School	7	9	16
Outside High Schools	1	4	5
Junior High Schools	12	6	18
	54	43	97

* Counseling only.

TABLE II

OFF CAMPUS HIGH SCHOOL EVALUATION

DESCRIPTION OF CURRENT STUDENT POPULATION
FROM CUMULATIVE RECORDS

	Number of Students	Mean	Range
Chronological Age (years)	82	17.49	14.75 - 20.08
No. Credits at Entrance	59	13.11	1 - 32
Entering G.P.A. (C=2.0, District H.S. Average 2.75)	79	1.77	.10 - 3.66
Entrance Grade Level	80	10.65	9 - 12
Months enrolled at OCHA	79	10.48	1 - 24
SAT Math Concepts (Local Stanine, 5= Ave. locally)	23	5.39	1 - 9
SAT Math Computation (Local Stanine, 5= Ave. locally)	23	4.08	1 - 9
DAT Verbal/Numerical (National Percentile, 50= Average nationally)	37	53.48	01 - 99
STEP Math (Local Percentile, 50= Average locally)	35	46.34	01 - 96
STEP Reading (Local Percentile, 50= Average locally)	36	41.11	01 - 98
SCAT Total (Local Percentile, 50= Average locally)	37	42.81	01 - 95

TABLE III

OFF CAMPUS HIGH SCHOOL EVALUATION

PERCENTAGES OF CURRENT STUDENTS IN VARIOUS PROBLEM CATEGORIES AT THEIR FORMER REGULAR HIGH SCHOOL. (THESE ARE AS INDICATED BY THE REGULAR HIGH SCHOOL COUNSELOR)

NATURE OF PROBLEM IN REGULAR SECONDARY SCHOOL	Boys	Girls	Total
1. Suspended or excluded from regular secondary school	27%	14%	22%
2. Dropped out of regular secondary school	39%	30%	35%
3. Potential drop out	17%	12%	14%
4. Reading disability	13%	02%	08%
5. Severe academic difficulties other than reading	15%	02%	09%
6. Chronic truancy problem	57%	44%	52%
7. Chronic difficulty with rules and/or authority	44%	21%	34%
8. Severe emotional difficulties	20%	21%	21%
9. Very inadequate interpersonal relationships	17%	12%	14%
10. Other	11%	33%	21%

Other problems listed include:

3 - needed additional credit
3 - lack of attendance
2 - refused to attend school
2 - married and have a child

Individual problems:

Just failed to show up in September. No particular problems in school.
Was doing well at high school, an excellent student.
Lacks interest in a regular structured program.
Excessive absences.
Can't relate to adults.
Adept at passive resistance.
Anti "system".
Did not place completion of high school high on his list of personal priorities.
First suspended, then dropped out.
Don't know, just withdrew to Off Campus.
Likes the structure of Off Campus--four to six hours per week instead of twenty-five to thirty.
Family relationship uncertain.

NUMBER OF PROBLEMS LISTED	Boys	Girls	Total
None listed	02%	09%	05%
One Problem	20%	35%	27%
Two Problems	33%	28%	31%
Three Problems	22%	14%	19%
Four Problems	13%	12%	12%
Five or more Problems	09%	02%	06%

Population Description--Applicants on Waiting List. The number and distribution of applicants on the waiting list is shown in Table IV. These 106 students were not currently regularly enrolled in a regular junior or senior high school when the roster was first completed. They are boys almost two to one. The largest number are at the tenth grade level, with some as low as eighth grade. They are fairly evenly distributed among the regular high schools.

The leading problems as shown in Table V are truancy and difficulty with rules and or authority. Individual problems listed tend to be similar to those of current students (Table III). Sixty percent are checked as having two or more of the problems listed as compared with 68 percent of current students. The percentages are quite probably an underestimate as with current students for they are not entirely consistent with other data. Again, as with current student data, the amount that is now known regarding these students is what is reflected.

In summary, there were, as of 1 March 1972, more applicants on the waiting list than current students; and these applicants are not, to the best of our present knowledge, enrolled in any school. Most have problems, with most frequent problems with this group also being truancy and difficulty with rules and authority. Quite a number, however, have no problem listed or, for example, need only "two credits to graduate".

TABLE IV

OFF CAMPUS HIGH SCHOOL EVALUATION

NUMBER AND DISTRIBUTION OF APPLICANTS
ON WAITING LIST
AS OF 1 MARCH 1972

ENROLLMENT STATUS AND SEX	Boys	Girls	Total
Currently enrolled Jr. or Sr. H.S.	8*	0	8
Not enrolled in any school	54	32	86
Other **	9	3	12
	71	35	106
GRADE LEVEL OF STUDENTS			
8th grade	1	2	3
9th grade	5	4	9
10th grade	25	12	37
11th grade	18	11	29
12th grade	21	6	27
Special Ed.	1	0	1
	71	35	106
LAST SCHOOL ATTENDING OR ATTENDED			
Bellevue High School	14	6	20
Interlake High School	10	6	16
Newport High School	15	9	24
Sammamish High School	18	3	21
Junior High Schools	5	4	9
Outside High Schools	9	7	16
	71	35	106

* This number consists of students who returned to regular school after the roster was compiled plus some students who were enrolled for only one or two courses at a regular Bellevue school.

** Other includes students taking come courses in vocational school or college together with eight students for which this information was unavailable.

TABLE V

OFF CAMPUS HIGH SCHOOL EVALUATION

PERCENTAGES OF APPLICANTS ON THE WAITING LIST IN VARIOUS PROBLEM CATEGORIES AT THEIR FORMER OR CURRENT SCHOOL. (THESE ARE AS INDICATED BY THE REGULAR HIGH SCHOOL COUNSELOR)

NATURE OF PROBLEM IN REGULAR SECONDARY SCHOOL	Boys	Girls	Total
1. Suspended or excluded from regular secondary school.	10%	10%	10%
2. Dropped out of regular secondary school.	19%	19%	19%
3. Potential drop out.	04%	01%	03%
4. Reading disability.	08%	03%	06%
5. Severe academic difficulties other than reading.	06%	03%	05%
6. Chronic truancy problem.	25%	27%	25%
7. Chronic difficulty with rules and/or authority.	06%	18%	10%
8. Severe emotional difficulties.	07%	08%	07%
9. Very inadequate interpersonal relationships	10%	06%	09%
10. Other	05%	05%	05%

Other problems listed include:

7 - Lack of attendance
4 - Family difficulties
2 - Special Education
2 - Spent 3 years at BHS, did not graduate
2 - Moved

Individual problems:

Talented boy, high strung, not happy here.
Drug involvement (hearsay) - runaway, very able student.
Needs perhaps 2 credits to graduate.
Didn't seem concerned about academic achievement. Not in trouble in school.
Several years - several districts - hadn't completed several grades.
Moved then didn't re-enter school when she returned. Good student.
Probably unwilling to accept rule and authority.
Trouble attending regularly. Talented student.
Special Ed. student in High School. Much older than class members and very sensitive about placement in Special Ed. Nice and able boy.
Would like experience of high school but unwilling to accept guidelines.
Went through period of hard-nosed rebellion.
Does not want to go to Off Campus now.
Life style not compatible with school experience.
Enrolled for 2nd time - both times failed to show.

OFF CAMPUS HIGH SCHOOL EVALUATION

PERCENTAGES OF APPLICANTS ON THE WAITING LIST IN VARIOUS PROBLEM CATEGORIES AT THEIR FORMER OR CURRENT SCHOOL. (THESE ARE AS INDICATED BY THE REGULAR HIGH SCHOOL COUNSELOR)

NUMBER OF PROBLEMS LISTED	Boys	Girls	Total
None listed	23%	20%	22%
One Problem	17%	20%	18%
Two Problems	27%	20%	25%
Three Problems	14%	11%	13%
Four Problems	08%	17%	11%
Five or more Problems	11%	11%	11%

Population Description--Other Applicants. In addition to the waiting list applicants, as of 1 March 1972, there were 75 other current applications.[1] Forty-seven of these were enrolled in a regular Bellevue school program and 28 were from out of district.

The students enrolled in Bellevue as of the time of application were distributed as in Table VI. Problem classifications by the regular school counselor are shown in Table VII. At least seventeen percent of those students who were in a regular school at the time of application have subsequently apparently been suspended or dropped. Another 23 percent were classified as potential drop-outs, for a total of 40 percent of this group. The most frequently indicated problem is chronic truancy, and the next most frequent difficulty with rules and/or authority.

In summary, in addition to current Off Campus High School students, there were 153 Bellevue young people wishing to be admitted, with the large majority of these individuals out of school and many of the others potentially out. As far as can be determined, these individuals tend to have the same kinds of problems as those now enrolled in Off Campus High School.

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1. In addition, according to the head teacher, there frequently have been other individuals interviewed who were immediately referred to vocational schools or elsewhere without applications being taken.

TABLE VI

OFF CAMPUS HIGH SCHOOL EVALUATION
NUMBER AND DISTRIBUTION OF OTHER APPLICANTS
CURRENTLY ENROLLED IN REGULAR BELLEVUE SCHOOLS

GRADE LEVEL OF STUDENTS	Boys	Girls	Total
9th grade	3	0	3
10th grade	5	2	7
11th grade	6	10	16
12th grade	13	8	21
	27	20	47
BELLEVUE SCHOOL ATTENDING			
Bellevue High School	9	5	14
Interlake High School	5	5	10
Newport High School	5	7	12
Sammamish High School	5	3	8
Junior High Schools	3	0	3
	27	20	47

TABLE VII

PERCENTAGES OF OTHER APPLICANTS IN VARIOUS PROBLEM CATEGORIES AT THEIR CURRENT SCHOOL. (THESE ARE AS INDICATED BY THE REGULAR HIGH SCHOOL COUNSELOR)

NATURE OF PROBLEM IN REGULAR SECONDARY SCHOOL	Boys	Girls	Total
1. Suspended or excluded from regular secondary school.	04%	00%	02%
2. Dropped out of regular secondary school.	19%	10%	15%
3. Potential drop out.	22%	25%	23%
4. Reading disability.	07%	00%	04%
5. Severe academic difficulties other than reading.	07%	05%	06%
6. Chronic truancy problem.	22%	30%	26%
7. Chronic difficulty with rules and/or authority.	04%	15%	09%
8. Severe emotional difficulties.	15%	10%	13%
9. Very inadequate interpersonal relationships	15%	10%	13%
10. Other	11%	05%	09%
11. Unmarked	33%	40%	36%

Objectives and Strategies. The objectives and strategies of the Off Campus High School were compiled from former publications by the school administration.[1,2] and after discussion with the Off Campus High School staff. Final editing was done by William Jennings, head teacher. These are presented in Table VIII. A strategy may relate to more than one goal or sub-goal. An attempt has been made to code by the strategy the related goal(s). Survey forms and other data collection procedures were developed to study the degree to which these goals are being attained, the success with which these strategies are being applied, and other attitudes toward the program.

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1. Off-Campus School Evaluation, September 1, 1970-August 6, 1971, publication of the Bellevue Public Schools, Bellevue, Washington, October 1971.

2. Off-Campus School Program, publication of the Bellevue Public Schools, Bellevue, Washington, May 1971.

TABLE VIII

OFF CAMPUS HIGH SCHOOL EVALUATION
PROGRAM OBJECTIVES, STRATEGIES, AND RELATED OBJECTIVES

Objectives	Strategies	Related Objectives
I. Increase academic and personal performance enough for the student to complete high school graduation, re-enroll in the regular high school program, or find employment. Also, to increase interest and aplication to formal and informal post high school learning. a) Increased effort in learning related to perceived feelings of 1) Reduced competitive pressure 2) Reduced pressure to conform 3) Reduced frustration 4) Increased interest b) Regularity of attendance based on the students academic and personal needs. c) Increased ability to cope with the diverse aspects of self and society. d) Increased ability to be self-directed.	A) Assignment of each student to a teacher-counselor and/or a person trained in learning disabilities.	I, Ia1, Ia3, Ic
	B) Individual goal setting negotiated with teacher in relation to student's ability and skills.	I, Ia2, Id
	C) Flexibility, variety, and innovation in assignments and materials, utilized in accordance with the students strengths and interests. This in turn is facilitated by	
	1) Giving teachers responsibility for curriculum, methodology, and scheduling.	Ib
	2) Avoidance of strict adherence to artificial academic categories.	Ia1, Ib, Id
	3) Arranging for student to take work in regular high school when this better meets his needs.	I
	4) Utilizing community people and institutions	Ia4, Ic
	D) Remediation of weaknesses	I, Ia3, Id
	E) Immediate feed-back to students on assignments	I, Ia4, Ic

TABLE VIII (2 of 4)

OFF CAMPUS HIGH SCHOOL EVALUATION
PROGRAM OBJECTIVES, STRATEGIES, AND RELATED OBJECTIVES

Objectives	Strategies		Related Objectives
	F)	Formulation of teacher-counselor relationship (mutual respect and liking) through showing respect for student by encouraging him to make choices, follow-up curiosity, determine his own goals and values.	Ib, Ic, Id
	G)	Student inquiry directed away from school.	Ia1, Ic, Id
	H)	Academic requirements whereas flexible in content, in compliance with district curriculum objectives in the major areas. (Math, English, Social Studies, Biology, and Physical Education). For example, O. C. objectives in P. E.	Ia1
		1) Vigorous exercise in some area.	
		2) Emphasis on activities that are more likely to be maintained after high school.	Ic, Id
		3) Acquire skills and knowledge in some area of physical activity.	
		4) Develop confidence in ability in some activity area - for example in survival in the woods.	Ic, Id
II. Develop some degree of positive self image in each student.			
a) Change in student's thinking, feelings, and behavior.	A)	Provision for success experiences through realistic individualized goal setting and evaluation, in terms of ability.	IIa, IIb, IIc
b) Self-understanding and self-esteem.			

TABLE VIII (3 of 4)

OFF CAMPUS HIGH SCHOOL EVALUATION
PROGRAM OBJECTIVES, STRATEGIES, AND RELATED OBJECTIVES

Objectives		Strategies	Related Objectives
II. c)	Student has less feeling of being overwhelmed and disorganized.	B) Individual counseling and relationship with 1) active listening and 2) clarification of alternatives.	IIa, IIb, IIc
		C) Atmosphere of school informality	IIa, IIc
		D) Maintenance of attitude of respect for student's values, integrity, creativity, spontaneity, and imagination.	IIb, IIc
		E) Opportunity for student to show initiative	IIa, IIb
		F) Reduced interstudent competition as through use of S grades only.	IIb, IIc
		G) High visibility of student goals and progress toward them - perception of progress.	IIa
		H) Different Surroundings - avoidance of certain surroundings.	IIb, IIc
		I) Requiring satisfactory completion of an assignment before a student proceeds.	IIa, IIb, IIc
		J) Immediate feed-back on assignments.	IIa, IIb, IIc
		K) Opportunity to tackle one thing at a time, beginning possibly with area in which he feels less discouraged, more comfortable.	IIb, IIc

TABLE VIII (4 of 4)

OFF CAMPUS HIGH SCHOOL EVALUATION
PROGRAM OBJECTIVES, STRATEGIES, AND RELATED OBJECTIVES

Objectives	Strategies	Related Objectives
III. Develop a reading competence sufficient to cope with every day reading requirements.	A) Diagnosis and remedial instruction by reading specialist.	III

Student Requirements and Outcomes--Graduation Requirements. Off Campus High School requirements for graduation are described as follows:

> ".....like everything else at the Off Campus High School, (these) are flexible within clear limits, Washington State Board of Education requirements, as specified in WAC 180-56-030, are used as a minimum standard for graduation.... Bellevue Public Schools' requirements are used as a maximum standard for graduation."
>
> "The Off Campus High School designs an individual program with the student. This program considers his age, his reasons for leaving his former school, his abilities and interests, his vocational plans, and importantly, his past academic record.[1]"

Several examples are given in the publication referred to. Two of these are as follows:

> "(A) student may enter the Off Campus High School after having completed five semesters of high school work. He has been out of school for nearly one year and strongly desires to complete his high school work and enter college or take employment. He already has earned 39 credits for grades 9 - 12 and needs, perhaps, only one credit in social studies to meet minimum State course requirements. He is employed part time. The Off Campus High School should allow this student to graduate after he has completed his required course and at least two elective courses in areas of interest to him. Such a student would graduate with 42 credits for grades 9 - 12."

It is stated further:

> "(Another) student may have recently dropped out of school after completing four semesters of high school work and 32 credits in grades 9 - 12. For graduation, by State requirements he may need two credits in social studies and two credits in science. The Off Campus High School may, in a case such as this one, enroll the student for his required social studies credits and one elective credit in senior reading. These courses could be completed by June of the year during which the student would normally graduate. The student at that time would have 35 credits for grades 9 - 12, but he would still lack necessary science credits. Such a student may complete these credits during his first year as a community college student, bring his transcript to the Off Campus High School, and then be graduated with 37 credits for grades 9 - 12."

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1. Off-Campus School Program, a publication of the Bellevue Public Schools, Bellevue, Washington, May 1971.

Student Requirements and Outcomes--Graduation Requirements. (Cont.)

> "...Where the student does not meet the Bellevue Public Schools' graduation requirements the student's educational advisor will document the decision to waive these requirements and submit the document with the letter of request for graduation to the director of pupil personnel services.
>
> "All credits, whether earned in-district or out-of-district or through special classes or work experience, are applied toward graduation. The Off Campus High School graduate receives a regular graduation diploma awarded by the Bellevue School District. The student's completion of graduation requirements is certified by the director of pupil personnel services. The student may be graduated with a diploma from one of the Bellevue high schools if he meets the graduation requirements of that school, in which case the principal of that school will certify the student's completion of requirements."

Table IX summarizes the status of current Off Campus High School students as of 19 April 1972. Shown here are tabulations of the numbers of students who came to Off Campus High School with various numbers of credits which have been earned at Off Campus High School, and the number of required graduation credits which have been negotiated. The Bellevue School District requirement and the State requirement have been noted. These figures include ninth grade credits.

It would appear from Table IX that 41 percent of the graduation contracts meet or are close to meeting Bellevue requirements. The other 59 percent are below these but at or above the State requirements.

TABLE IX

OFF CAMPUS HIGH SCHOOL EVALUATION
FREQUENCY DISTRIBUTION OF
CREDITS EARNED AND REQUIRED
(Including Ninth Grade)

Number of Credits	Numbers of Students in each Classification		
	Upon OCHS Entrance	Earned OCHS as of 19 April 1972	Total Required for Graduation
50-54			1
45-49	1		7
40-44	5		30**
35-39	11		34
30-34	5		20***
25-29	10		
20-24	13		
15-19	17	1	
10-14	17	5	
5- 9	7	20	
0- 4	6	66	
	92*	92	92

* Of total 1 March 1972 enrollment of 97, three counseling only and four part-time students are not included here.

** Bellevue graduation requirement is 32 credits, grades 10 through 12. Approximately 44 credits are required for grades 9 through 12.

*** Washington State requirement is 32 credits, grades 9 through 12.

Student Requirements and Outcomes--Performance Data--Graduates and Drop-outs. Since Off Campus High School opened on 26 January 1970, 243 students have been enrolled. Of these 97 were enrolled as of 1 March 1972, 49 graduated before 1 March, and 97 have left the program prior to graduation.

Listed in Table X are the number of graduates each year plus the number of graduates anticipated to occur this year.

This would appear to be an excellent showing when it is considered that since 1 March 1972 when there were 31 twelfth graders enrolled, the total graduation figure, including anticipated graduates, is 22.

TABLE X

OFF CAMPUS HIGH SCHOOL EVALUATION
NUMBER OF OFF CAMPUS HIGH SCHOOL STUDENTS
WHO HAVE GRADUATED

Year	Number
1970	19
1971	26
1972	14*
Anticipated by 14 June 1972	4
Anticipated by 26 July 1972	8
Total	71

In Table XI is shown the status, as far as is known, of the 97 students who have left the program prior to graduation since the school opened on 26 January 1970, to 1 June 1972. Of these 97 who left, 52 are known to be in school elsewhere, married (girls), in the Armed Services, or working. In addition, three of these are known to have graduated from high school elsewhere, and one of these from Bellevue Community College.

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* Four of these were before 1 March when the "current student roster" for this report was compiled.

TABLE XI

OFF CAMPUS HIGH SCHOOL EVALUATION
STUDENTS WHO HAVE LEFT THE OFF CAMPUS HIGH SCHOOL PROGRAM
PRIOR TO GRADUATION
26 JANUARY 1970 TO 1 JUNE 1972
(ACCORDING TO OFF CAMPUS HIGH SCHOOL STAFF INFORMATION)

Category	Boys	Girls	Total
No information	9	9	18
Working	11*	1	12
Gone from District and/or State	10	7	17
Twenty-first birthday before finishing	5	1	6
Married		7	7**
Dropped out because of emotional problems	2		2
In correctional institution	2		2
Joined Armed Services	6		6
In school elsewhere***	16	11	27
Total	61	36	97

* Two of these left the District.

** Four of these left the District.

*** Including regular Bellevue high schools, another district, private school, trade school, community college.

Student Requirements and Outcomes--Performance Data--Appointments Missed. The Off Campus High School teacher-counselors calculated from their records the percentage of appointments missed from September 1971 to 5 June 1972. These were appointments missed for any reason including those changed to another time. This, from various staff members was from 13 to 15 percent. This can be considered in relation to the figures in Table III showing 52 percent classified as having chronic truanc problems in their former regular schools by the regular school counselors.

Student Requirements and Outcomes--Performance Data--Reading Achievement. There were three part-time reading instruction tutors working with 31 students as of 1 March 1972. Sixteen of these students were enrolled in Off Campus High School, 15 were not. Of these 15, six were enrolled in a regular junior or senior high school and nine were not. Although pretesting with reading and spelling achievement tests has been done with all of these students, some had not been enrolled long enough for post-testing to be appropriate. It was decided that post-testing would not be done at the time of this evaluation unless the student had had at least 11 tutoring sessions. Sessions occur approximately three times per week. For the purpose of evaluating gains in the program, all those students who had had as many as 11 sessions since the beginning of the Off Campus High School Reading Tutoring Program, who had also had pre-and post-testing with some test which provided national grade equivalent scores, were included.

Table XII gives a summary of pre-testing, post testing, and gains in relation to time and number of sessions in word recognition, comprehension, and spelling. These are for students who stuck with it. There have been some drop-outs. The exact number is not known. The average number of month's gain (in comparison with national test norms) in word recognition, spelling, and comprehension indicates a rate of growth markedly above the average national rate. The comment was made by one of the reading tutors that change in attitude toward reading and self-confidence probably contributed in part to the dramatically higher post-test scores. Gains in all areas, word recognition, comprehension, and spelling are marked. However, spelling shows the lowest relative gain of the three areas tested.

TABLE XII

OFF CAMPUS HIGH SCHOOL EVALUATION
GAINS IN READING AND SPELLING

	Wide Range Achievement Test Word Recognition	Wide Range Achievement Test Spelling	Stanford Diagnostic Test Comprehension
Number			
Male	9	6	3
Female	12	2	0
Average Months Enrolled*	7.93	7.62	5.77
Average Number of Sessions	35.4	33.1	-----
Pre-test Grade Equivalent (in years)			
Average	8.4	6.7	8.5
Range	1.6 to 13.2	4.3 to 9.9	6.9 to 11.1
Post-test Grade Equivalent (in years)			
Average	10.4	7.9	10.6
Range	3.0 to 15.3	6.1 to 8.7	9.0 to 11.6
Average Gain in Months	24	14	25
Average Months Gain Per Month	3.0	1.8	4.3

* Including summer months

CURRICULUM REVIEW OF OFF CAMPUS HIGH SCHOOL

JUNE, 1972

Committee Members:

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Bureau of School Service and Research
University of Washington

Jim Hall
Interlake High School

Dorothy Miller
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Newport High School

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INTRODUCTION

As part of the overall evaluation of Bellevue's Off Campus High School, a special committee was formed to examine its curricular or program components. Specifically, the committee was asked to summarize the major curricular differences between the programs of the Off Campus High School and the regular Bellevue secondary schools. While the program comparison was to include the entire curricular program, specific attention was to be directed to the subject areas of English, mathematics, social studies, and science. As a follow up to this descriptive comparison study, the committee was also asked to describe the reasons for the differences between regular and Off Campus programs and to assess the reasonableness of those reasons. The committee findings as presented in this report are largely descriptive and will hopefully permit the reader to more accurately and completely understand the Off Campus curriculum and the societal conditions which, in the judgment of the review committee, make that curriculum a definite and continuing need for the Bellevue Public Schools.

The committee expresses special thanks to the staff and students at the Off Campus High School for cooperating in the data collection effort. Mr. Bill Jennings and his entire staff were extremely helpful in providing background information and student records and in arranging interviews with present students of the Off Campus High School.

PART ONE

CURRICULAR APPROACH AT OFF CAMPUS HIGH SCHOOL

The most unique feature of the Off Campus curriculum is clearly its teaching method which commonly consists of a series of individual conferences between teacher and student. Each conference involves discussion, assignment, and evaluation components and the student generally concentrates on only one or two courses at any one time rather than the usual load of six classes as found in the regular high schools. The rationale for this approach (sometimes called an individualized contract method) stems directly from the recognition that students do have individual needs and interests, the increasing emphasis upon product rather than process outcomes in the field of education, and the realization that much significant education takes place beyond the formal classroom. In the sections which follow we examine more specifically the rationale for the individual contract approach of the Off Campus High School and the way in which requirements and expectations are established through the use of this approach.

Rationale for the Off Campus Approach

As mentioned above, the rationale for individual contract or assignment learning is founded upon a recognition of individual differences, an increasing emphasis upon product outcomes, and a realization that learning is not restricted to an institutional setting. In examining the first of these - individual differences - we have known for some time that students of a similar age vary substantially in their capabilities in various skill areas. One set of researchers has found that students leaving the elementary schools today vary over at least a six-year span with respect to any one of the basic areas of paragraph meaning,

word meaning, spelling, arithmetic reasoning, and arithmetic computation.[1] These differences become even greater as students proceed through the junior and senior high years. That such differences in skill competence can best be recognized through individualized assignments and variation in expected rates of learning should be obvious and considerable efforts within the regular school programs have been made to accomplish these approaches.

In addition to the individual differences in need resulting from this wide variation in basic skills, differences in student interest are also a very important consideration in the Off Campus instructional format. Henry Thoreau once wrote, "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away." In attempting to follow the intent of this concern for individual interest, the Off Campus High School makes every effort to let students work in those areas of highest interest. While the elective programs of the regular high school represent an effort to accomplish this same purpose, the fact that students generally encounter a reasonably fixed set of learning activities within the context of each course tends to frustrate learning for many students. By using an almost totally individualized approach in assignments, the Off Campus High School has a greater chance than the regular school to direct learning activities (regardless of skill level) into areas of high student interest.

A second major reason for the individual contract or assignment learning approach stems from the increased emphasis on product outcomes rather than processes in the field of education. At all grade levels and in most of the

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[1] Goodlad, John I., and Anderson, Robert H. *The Nongraded Elementary School.* Harcourt, Brace, and World, Inc., 1963, p. 14.

subject fields, educators are increasingly concerned with what a student can do or accomplish rather than the amount of time consumed or the precise activity used in the learning process. The regular secondary school (with its traditional group custodial function) has not been permitted to move as rapidly toward this product-type orientation. The limitation of financial resources has also frustrated this effort in many schools and school systems. The Bellevue Off Campus High School has a rather unique opportunity to emphasize learning outcomes or products; and, in doing so, the teacher and student together individually diagnose and prescribe learning goals or products for each student. This individual contract relationship between teacher and student also permits a maximum degree of flexibility in the selection of means for obtaining these goals as prescribed and it is this extensive selection of learning activities or means of instruction which leads directly to the third significant part of the rationale for Off Campus teaching methods.

The view that education is or even can be based solely in formal schools and institutions has come under increasing attack by many of today's educators. Ivan Illich, Director of the Center for Intercultural Documentation (CIDOC) in Cuernavaca, Mexico, has called for an end to this limited notion of education and has suggested further that we cease to view education as a commodity to be bought and sold by society's various institutions.[2] He suggests that we need to view education as a much broader process which takes place in a wide variety of life situations. In short, school programs need to be extended into the communities in which they exist; they need to become increasingly in touch with reality. The model of instruction in the Off Campus High School is quite

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[2]Illich, Ivan, "The Alternative to Schooling," *Saturday Review*. June 19, 1971, pp. 44-60.

compatible with this goal of greater school-community interaction because it makes no attempt to restrict the activities of its students to the formal institutional setting. The Off Campus High School tends not to be burdened by the usual expectation that all learning takes place within the institutional setting and is therefore free to search for a much wider variety of learning activities (or means) for reaching the goals as established for its students.

In summary, the rationale behind the instructional format employed by the Off Campus High School is based upon sound educational ideas or concepts and seems to be ideally suited to many of today's young people. Obviously the instructional format used at the Off Campus High School still depends upon the establishment of desirable ends or goals and the maintenance of student accountability for those goals. We turn in the next section to the general process of establishing goals in the Off Campus High School and the specific way in which graduation requirements relate to this process.

Goal Setting and Requirements for Graduation

The importance of goal setting in the Off Campus High School has already been discussed. The goal setting process at the Off Campus High School takes place on at least two distinct levels. The first level as related to short range assignment goals has already been discussed in the previous section. Suffice it here to emphasize that these short range assignment goals are generally made after both teacher- and self-diagnosis of learning needs. Once the goals have been established, considerable attention is given to student interests in the selection of instructional activities.

Another significant level of the goal setting activity at the Off Campus High School occurs in connection with establishing appropriate requirements for graduation. While the procedures for establishing general credit requirements (or goals) for graduation have been explained in other sections of this Off

Campus Evaluation Report, it is appropriate here to compare the respective course requirements of regular and Off Campus programs. Such a comparison does show certain basic differences in terms of total credit requirements but it also indicates the maintenance of all specific state course requirements at both the regular and Off Campus high schools.

In reviewing the summary credit requirements of Table XIII, we note that the minimum Off Campus requirements coincide with those of the State and differ from local District requirements only in the social studies, speech, and elective credit areas. Referring to Table IX in an earlier part of this report, we note that all current Off Campus students have an expected graduation requirement of 32 or more credits in grades 9-12 with the vast majority being required to take between 32 and 44 credits to complete their high school work. This reduced credit requirement in the Off Campus High School seems generally justified, particularly for those students who have already accumulated a number of failures in previous work in the regular school program. The fact that many of these students are making any progress at all toward their goal of high school graduation seems to justify the slightly reduced credit requirement.

Students satisfying both the Off Campus and local District requirements at the time of completion are given the option of receiving a diploma from their regular high school. Several Off Campus students have exercised this option and have graduated from the regular high schools. Both the regular and Off Campus high schools are permitted to waive certain specific course requirements when such a procedure is deemed in the best interests of the student. This waiver provision is particularly useful in planning programs for students transferring to Bellevue high schools late in their high school years and can also be useful in adapting to special student needs for community based instructional activities.

TABLE XIII

OFF CAMPUS HIGH SCHOOL EVALUATION

COMPARATIVE GRADUATION REQUIREMENTS - STATE, LOCAL, AND OFF CAMPUS[a]

Subject Area	Semester Credit Requirement		
	State	Local	Off Campus
English	6	6	6
Mathematics	2	2	2
Social Studies			
Washington State History and Government	1	1	1
United States History and Government	2	4	2
Contemporary World Hist.	2	2	2
Laboratory Science	2	2	2
Occupational Education	2	2	2
Physical Education[b]	4	4	4
Speech	-	1	-
Elective Course Credits	11	20	11
Total	32	44[c]	32

[a]Requirements as presented are on the basis of grades 9-12.

[b]Actually, the State does not specifically require 4 semester credits but does expect 2 years of some physical education experience.

[c]This total is based on the assumption that each student completes 12 credits in grade 9. Students completing more or less than that number in grade 9 would require an adjustment to this 44 credit requirement, but all students would be required to complete 32 credits in grades 10-12.

Having examined in some detail the goal setting process as it relates to planning high school completion requirements, we must now look beyond the credits to the question of specific course content, particularly in the required areas of English, mathematics, social studies, and science. This matter of specific instructional goals and activities at the Off Campus High School is covered in Part Two of this report.

PART TWO

PROGRAM COMPARISON IN SPECIFIC SUBJECT AREAS

A comparison between the respective curriculum of Off Campus and regular high schools must obviously go beyond the mere credit counting as summarized in Table XIII. It is perhaps more important to look at the specific content involved in the earning of credits in the different schools. The committee has attempted to make such a comparison and presents its findings in the pages which follow. Before looking at the subject area reports, two specific concerns or cautions respecting interpretation seem appropriate.

First, a general comparison between Off Campus and regular programs assumes a general stability and consistency of program in both areas. Such is clearly not always the case, particularly in the regular high schools where so many different teachers are teaching the same subjects. For purposes of this comparison presented here, the most common or expected curriculum for the regular high school was considered as the base for comparison. This procedure was used in the full realization that it cannot serve as a totally accurate description of present conditions.

A second concern relates to the procedure used in collecting information contained in the various subject area comparisons. Since almost all information was obtained through interviews with Off Campus staff members and students and by reviewing selected student assignments, we have no real way of objectively assessing the comparative growth of students in the two school settings. The similarities and differences as noted here are generally descriptive in nature and the data cannot be generalized to statements regarding student behavior. Such statements would require a much more controlled research design and could not be accomplished in the limited time available for this particular evalution effort.

The review committee members participating in the subject area curriculum comparison studies which follow are extremely grateful to Mr. Bill Jennings and his entire staff for their willingness to explain various programs of the Off Campus High School and for sharing student work, book lists, and school records. Without their cooperation, the summary comparisons as reported here would not have been possible.

English Language Program

Students graduating from both the regular and Off Campus high schools are required to complete at least six credits in English in grades 9-12. There exists no specific sequence of English courses in the regular high schools and each has developed its own set of offerings in the English area. The District English Language curriculum as developed over the past two years is described as non-sequential and consists of a series of expectations rather than a particular set of activities or learning experiences. The six general expectations as established for the present District program are as follows:

1. To see language, shape, perception and be shaped by perception of what we sense, what we feel, what we need.
2. To build orderly systems with words.
3. To explore systems for studying language.
4. To explore things created with words.
5. To respond logically to our words and other people's words.
6. To experience writing as one valid means of clarifying our reaction to the things and events in our world.

The traditional pattern for dealing with these six areas of expectation is to simply include consideration of each in the basic three-year language arts sequence to be taken by all students. More recently, several of the high schools have moved toward an elective-type program in which students have

considerable choice in the selection of specifc areas of study. At Interlake, for example, students are permitted to apply a wide selection of language courses to certain of their six required graduation credits. The titles of these various language course electives include the language of creativity, language of social involvement, language of conflict, language of myth, language of identity, language of feeling, language of laughter, language of inquiry, language of belief, and language of song. The emphasis throughout is on the languaging process, from perception through the most complex roles of language in thinking and acting. Each elective is to build in experiences which encourage growth in the six areas of District expectation as previously outlined but this effort is still in the developmental stage.

The program of the Off Campus High School begins with an individual diagnosis of each student. While each of the six expectations as previously listed would appear to be a part of the diagnostic process, major focus is given to the areas of comprehension and composition. More specifically, each student is asked during the initial conference (and before any course or credit program is firmly established) to demonstrate his ability to comprehend literature. Particular attention in this diagnosis is given to his capability of moving beyond the mere descriptive level and some assessment can also be made of his capabilities in structuring his ideas as presented in a written format.

Having completed this diagnosis of present comprehension and composition skills, the student contracts with the teacher a series of nine papers for each English course credit. In preparing the nine papers, at least one must be submitted in each of the following categories: short story, novel, play, non-fiction, poetry, and creative expression. It would appear that this later expectation assures some breadth in the exploration of things created

with words (General District Expectation #4). Each of the nine papers forms the basis for a teacher-student conference at which time the teacher tries to encourage the student to increase his level of comprehension and his written compositional skills. A review of sample student work shows that some attention is given to such mechanical composition matters as spelling and punctuation. In terms of comprehension skills, the teacher strives to move each student beyond the mere descriptive level and encourages students to generalize and relate readings and experiences. For many students, both in the Off-Campus and regular high schools, this appears to be difficult but student progress in this area does relate to the building of orderly systems with words (General District Expectation #2) and the response to our own and other people's words (General District Expectation #5). In terms of composition skills, the structure of writing receives special attention. Students are expected in their written composition to move freely from the general statement to supporting detail and to make proper use of authority. A review of sample student written work shows evidence that both mechanical writing problems and ideas as expressed are reviewed on an individual basis during the student-teacher conferences. The typical student takes from one to two months to complete a single credit in English but there exists no definite time limitations. All written work is kept on file at the Off Campus High School and the ratio of nine written papers per course credit seems compatible to expectations in the regular program. The Off Campus English teacher feels that all expectations of the regular program can be met in the Off Campus setting and the Off Campus student has the advantage of meeting these expectations in a one-to-one relationship with his teacher. The single area of analysis of poetry presents some difficulty in the Off Campus setting and might more appropriately be covered in a group situation. Since the group situation

(and the sometimes invidious comparisons which it encourages) is precisely what many Off Campus students are striving to avoid, minimal use is made of group learning activities. To the extent that this student resistance to group activity can be overcome, the Off Campus staff should continue to seek more opportunities for group activity in the English language program. Some important education goals are simply easier to achieve in a group discussion format.

As a final note on the English curriculum, it is well to mention that the Off Campus School is not likely to be 100 percent successful in its approach to teaching needed language skills to high school students. Such a total success rate is too much to expect for any educational program which deals with students who, for a wide variety of reasons, have been turned off to the educational efforts deemed important by society. Some students are simply not motivated to become involved in reading and writing at a particular time in their lives and no amount of individual encouragement can change that until more fundamental aspects and/or views of life become changed. The review committee does feel, however, that the freedom to select readings and the individual contact and concern as represented in the Off Campus instructional format are both crucial to this development of a more positive view of life. Motivation to study the English language is more likely to develop in an Off Campus type of individualized contract format than in the traditional group-paced system. The enthusiasm expressed by most students in the program seems to support that view.

Mathematics Program

Students enrolled in the Off Campus High School mathematics program are generally involved in one of three different mathematics courses -- math summary, introductory algebra, and plane geometry. There are, at present,

approximately an equal number of students taking each of these courses. Occasionally there have been, and presently are, students pursuing courses beyond the level of plane geometry. These courses include advanced algebra, trigonometry and math analysis.

The content of the above-mentioned courses are very closely paralleled to that of the regular Bellevue secondary school program. Textbooks which the Bellevue schools are presently using (or have used in the past) are issued to Off Campus students. The course content most generally parallels the text appropriate to the course in question.

As is the case in the other subject areas, the major difference between the Off Campus school mathematics program and that of regular Bellevue secondary schools is the method of instruction. Nearly all lessons are conducted on a one-to-one basis. Initially, the student and teacher will meet to determine what the student's background in mathematics has been. Thereafter, a program for specific credit is outlined. In order to earn one semester credit, a student must complete nine assignments which are given by the instructor. One assignment is intended to be equivalent to roughly two weeks work in the regular Bellevue secondary school program.

Once the specific credit program has been planned, the student and staff member work together for a series of 30 to 60 minute periods. These student-teacher sessions are held on a daily or alternate day basis for the 3-6 week period usually required to complete a credit. These meetings can be used to discuss the student's work, problems that have occurred, and possible solutions to these problems.

There are certain advantages to this one-to-one tutorial approach in mathematics. Many of the students have been turned off by school and specifically by mathematics. They often have faced continuous frustration with group-

paced instruction and have even reached a point of being afraid to ask questions. With a one-to-one approach, the student is redirected, his own unique questions get answered and the result is a building of confidence, self image and a generally positive attitude. These reactions were substantiated in interviews with Off Campus students. These were, however, students who were experiencing much success in the Off Campus school program. Further, the program has a flexible timetable which allows students to work at their own rate. There is a reduction in the element of competition among class members -- a factor that often contributes to negative attitudes.

Because of the integration of certain disciplines, opportunities exist in the Off Campus setting for pursuing meaningful practical applications in mathematics. For example, a unit in genetics has been used to lead very naturally into a mathematics unit on probability. A physical education course involving a mountain hike formed the base for a short course on the use of the compass. A project in assisting with the development of a Bellevue park has provided an excellent opportunity for work in measurement and computation.

Inherent in the Off Campus instructional format are also certain disadvantages. One major concern must be that of short term learning of mathematics. Assimilation of the concepts involved in most mathematics courses is best brought about over an extended period of time. For what is generally accepted as a year course, 8 to 10 weeks is probably an inadequate length of time to accomplish this assimilation process. Periodic reinforcement can, of course, reduce this problem. A final concern related to the Off Campus mathematics program is the general absence of time for group discussion and problem solving. Since each mathematics student at the Off Campus High School is at a different point in his program, the opportunity for discussion and give-and-take in problem solving is greatly reduced.

Based upon the observations as reported here and conversations with both regular and Off Campus Hugh School personnel, it appears that some greater effort toward defining minimum product or behavioral outcomes in mathematics would be useful. This is particularly important in connection with the one credit mathematics competency course required at the high school level. It is suggested that the Off Campus High School work with the District mathematics coordinator to develop a computational skills program of the type currently operating in the regular school.

As for additional suggestions, further student interest could probably be created by offering electives in data processing and/or puzzle and game theory. Off Campus staff members expressed the hope that professional growth in mathematics might be encouraged. Possibly a resource person or advisor to up-date the school materials would help one keep abreast of new directions. Similarly, the establishment of a mathematics resource library for Off Campus staff and students might be beneficial.

Social Studies Program

In Table XIII, we note that Off Campus High School students satisfy graduation requirements by taking at least five social studies credits in grades 9-12. The courses taken in the Off Campus setting vary for each student and are based upon a careful program analysis at the time of entry. In general, the content of courses at the Off Campus school parallels that of the regular high schools. Information obtained through discussion with Off Campus staff members and examination of student papers leads to the conclusion that most differences are a result of the tutorial approach and those course content differences which do exist can be justified in terms of perceived student need. The following comparisons demonstrate the general similarity of the two programs on a course-by-course basis:

20th Century History: The regular 2-credit course offers an overview of history from the turn of the century to the present time. It includes units on minority groups, labor problems, geography, World War I, World War II, and the Depression Years. There is a wide variance in materials taught but the basic theme is historical development.

Examination of the course outline for several Off Campus students reveals that the major areas as listed above were covered adequately. There existed a variety of reading that fit the cited curriculum outline. Examples of readings were, *Only Yesterday*, Allen; *The Great Depression*, Goldston; *All Quiet on the Western Front*, Remarque; *Grapes of Wrath*, Steinbeck; *Pearl Harbor*, Waller; and many others. In total there were approximately 35 titles that would fit the requirements for 20th Century History.

United States History: In the regular Bellevue curriculum, this 2-credit course is traditionally taken in the junior year and incorporates a "United States/World" approach. In several schools it is even titled United States/World History. The course clearly involves the study of the European background of Americans.

The Off Campus High School concerns itself with the History of the United States per se. Again a wide list of reading materials is available to assist the student in developing his reading list. It was interesting to note the merging of Washington State History into the units for the student who has not completed this requirement.

The absence of any specific emphasis on European background is not seen as a flaw. There is actually a fairly wide latitude on this point in the regular curriculum. It was noted that studies of the pilgrims

in the Off Campus course brought the European background into focus.

American Government: The regular single credit course deals with the federal government, political parties, state and local government, and political philosophy. The Off Campus High School uses an extensive reading list for American Government. Political philosophy is traced from Plato to modern times, the political parties are discussed and the readings seem to point to the development of the student's own political philosophy. The basic ideas of government are established. As this is an ever changing field, a recommendation could be made to continually update materials so as to show the distinctions and differences in our political system.

In addition to these required courses, the regular high schools offer a wide selection of electives in the social studies field. There was no evidence of these electives being offered to the students of Off Campus High School at this time. The recommendation to include additional offerings in sociology, economics, psychology, geography, etc. seems to be valid but such an addition may require increased staff and material resources.

The differences between regular and Off Campus programs in social studies are, for the most part, based upon the tutorial teaching method of the Off Campus High School. From a review of student papers, it is evident that the reading selections serve as a springboard for additional in-depth discussions. The student is asked to draw conclusions and defend positions. Because the student has an active part in the selection of materials, he tends to show greater interest in his work. In the three basic required course areas, the students showed growth in both written work and in the difficulty of materials handled. There is no significant difference in the materials covered in the regular and the Off Campus programs.

Science Program

The science program of the four regular high schools in Bellevue is not a single program but tends to differ according to the preferences of staff and students. Interlake and Sammamish high schools are fully (or nearly so) individualized in their general biology programs. Bellevue High is developing protocols for individualizing instruction at the present time. (See joint C.I.P. approved proposal for Summer, 1972.) Newport High has been using an integrated science approach (known as the Portland Project) for two years.

Regardless of the programs being offered or the methodology utilized, certain basic similarities do exist in terms of general coverage, particularly in the subject of general biology. General biology is the course most students use to satisfy their high school laboratory science requirement and courses as taught in all high schools include units in cell and cell study, use of microscope, the metric system, animal and plant processes, microorganisms and disease, reproduction and development, evolution, and ecology.

The subject matter covered in the biology program of the regular high schools is generally consistent with the fourteen topical areas offered in the science program of the Off Campus High School. In Table XIV, we note that the Off Campus High School offers three units -- Marine Biology, Oceanography, and Social Issues of Biology -- not considered part of the regular high school biology program. The regular program does, of course, offer specialized work in chemistry, physics, electronics, etc. which cannot be offered in the Off Campus setting.

On entering the Off Campus High School, each student's background in science (particularly biology) is examined. He is also asked questions

TABLE XIV

OFF CAMPUS HIGH SCHOOL EVALUATION

COMPARATIVE UNITS - OFF CAMPUS AND REGULAR PROGRAMS

Off-Campus Science Units	Comparable Units in General Biology
General Biology	Introduction to Biology
Biophysics	Metric System Microscopes Graphing
Biochemistry	Energy - Cells
Botany (Plants)	Plant Processes
Ecology - Environment	Ecology
Evolution	Evaluation and Classification
Genetics - Heredity	Heredity
Microbiology	Microorganisms and Disease
Physiology (Human)	Animal Processes
Zoology - Animal Behavior	Animal Processes
Reproduction and Growth	Reproduction and Development
Marine Biology	None
Oceanography	None
Social Issues of Biology	None

regarding future educational and career plans. Based upon this information on science background and future plans, the teacher counsels the student on which units of instruction might be most appropriate. One science credit at the Off Campus High School must involve nine different assignments. These nine assignments must involve work in at least six of the fourteen units as listed in the first column of Table XIV. Four or five of the nine assignments used to earn a single credit must involve laboratory work by the student. Each assignment generally requires two or three days to complete, although the student may take more time as necessary.

With respect to methodology of instruction, the Off Campus High School utilizes a more individualized approach than the regular high school. While students do work together on certain laboratory exercises, most all of the assignments are completed on an individual basis. No grades are given; nor are any tests administered. Completion and acceptance of assigned work determines success in gaining credit toward graduation. Acceptance by the instructor is generally decided on a rather subjective basis, after consultation with the student. Generally, students are not asked to repeat or modify an assignment as submitted, but they are given the opportunity to alter or improve an assignment.

In summarizing the differences between Off Campus and regular high school programs, the following items seem most important:

1. Students at the Off Campus High School are given the opportunity of choosing areas in science that they are particularly interested in and willing to work on.

2. Students at the Off Campus High School are provided the opportunity of going into greater depth in a particular area of interest.

3. Students of the Off Campus High School spend as much time completing an assignment in a period of 2-3 days as they would spend in the regular science course in a two-week period. The difference here is that they are concentrating their time on only one or two subjects at the Off Campus High School.

4. Students at the Off Campus High School are expected to conduct experiments and laboratory exercises ranging from the total preparation and collection of the apparatus to running the experiment and cleaning up and returning the equipment. (There are no laboratory assistants or pre-set-up exercises).

5. No chemistry, physics, electronics or advanced science electives are offered at the Off Campus High School. All credits earned at Off Campus relate to general biology. Students are, or course, permitted to take advanced science courses at the various local high schools. Several have done so over the past few years.

6. Students of the Off Campus High School are maintaining an organic garden to augment their Ecology - Environment and Plant Growth topics. A greenhouse, operated by the students is also available for experimental work.

7. Considerably more field trip opportunities exist at the Off Campus High School with an average of approximately one field trip taken during each two-week period. Not all science students, however, attend these field trips.

These differences as listed above seem justified in terms of the method of instruction employed at the Off Campus High School and the equipment limitations faced by the school. The opportunities for in-depth and concentrated study of particular science units is perhaps the most noteworthy part of the Off Campus approach to science. The student may spend ten or more hours working on one assignment at the Off Campus High School and not have to worry about interfering with work in other courses. In addition, the requirement that Off Campus students gather, set up, and clean all laboratory equipment can provide additional and important learning experiences and tends to encourage creative approaches to scientific investigation.

In summary, the review committee finds only limited differences between the science subject matter of regular and Off Campus high schools. Most of these differences relate to the inability of the Off Campus High School to offer advanced courses. Some arrangements can be made to obtain these advanced courses in the regular Bellevue high schools; and, because only a very few Off Campus students are actually interested in working at this

level, this difference is considered to be of only minor importance at the present time. Even with respect to methodology, the differences between regular and Off Campus programs are minimal. The Off Campus student does have more opportunity for individualized conferencing with his teacher; however, significant steps have been made in the past year or two to build more individual consultation time into the regular programs, particularly at Interlake and Sammamish.

With respect to recommendations, the Off Campus High School should, at an early date, be examined in terms of the K-12 goal-centered science program currently under development. At least occasional review should be made to establish consistency between Off Campus and District goals in the science area. Also, specific attention should be given to further strengthening of the Off Campus laboratory training. It would appear advantageous to write more assignments dealing with laboratory investigation. Only four of the nine assignments involved in each science credit are required to have a laboratory component at the present time. Because of equipment limitations, even that level of emphasis on laboratory work is not always maintained. The following items are suggested as additions to the present rather limited inventory of equipment: butane torch and tanks, multi-meter, garden tools, heating cable for greenhouse hot-beds, fluorescent lighting fixture for plant growth experiments, centrifuge, pH meter, camera with microscopic adapter, insect collecting nets, and insect mounting materials. These items should permit an expansion of the present laboratory experiences available at the Off Campus High School.

PART THREE

CONCLUDING STATEMENT

The committee has completed its review of the Off Campus High School curriculum and finds Off Campus programs in English, mathematics, social studies, and science to be generally compatible with those of the regular Bellevue secondary schools. The most significant difference in programs rests in the methodology of instruction rather than the subject area content. The individual contract method is used rather uniformly in the Off Campus High School programs. This method is founded upon sound learning principles and seems particularly well suited to those students attending the Off Campus High School, many of whom have already shown an inability to learn in the more conventional group-paced and teacher-directed instructional setting.

Several specific suggestions or areas of further study have been mentioned previously and no attempt is made in this concluding statement to list all such concerns. Of particular importance, however, is the expansion of laboratory work in the science area, the provision for a somewhat broader selection of elective units in mathematics and social studies, the expansion of group activities to the extent of student acceptance, and the consideration of a mathematics competency program similar to that presently operating in the regular Bellevue high schools.

The review committee is convinced that some expansion of Off Campus High School services is justified and recommends that the areas of improvement as suggested above be considered in any future expansion effort. Greater numbers of present and future high school students can undoubtedly profit from the instructional format provided by the Off Campus High School. The opportunity

for greater individual choice and attention, the reduced graduation credit requirements, and the emphasis upon learning goals (or outcomes) rather than time spent all seem to be attractive features of the Off Campus approach. To the extent possible, certain of these same instructional components should be encouraged in the regular high schools of the District.

Despite this generally favorable review of Off Campus programs, one must not quickly jump to the conclusion that the curriculum as developed for use at the Off Campus High School will be immediately successful for all students. That is too much to expect for any program, particularly one which establishes certain academic goals for and with students and then holds them accountable to those goals. Some students are simply not motivated to accomplish academic pursuits at all times in their respective lives and no amount of educational intervention by a formal institution is likely to change that condition. In some cases, only time and the changes which it brings to more fundamental aspects of human life can really change this aversion to formal learning endeavors. Perhaps we all need to develop a certain patience with young people and understand that education often takes place apart from any kind of formal school or work experience. We must not be overly discouraged that some students do not choose, at a particular time, to accept our academic hopes and goals.

Regardless of this occasional confusion over motivation and interests, there is little question that young people will continue to find meaning in those situations where the greatest individual concern is present. It is in this latter area of individual concern that the Off Campus High School has had its greatest impact. Such concern seems to be more easily conveyed in the individual contract or conference format than in the more common group-paced teaching situations. This being the case, Bellevue must continue to support the Off Campus High School as one of its most important educational services and must provide for the expansion and improvement of its various programs.

Off Campus High School Evaluation

Questionnaire Responses -- Summary of Over-All Attitudes. The questionnaires each had a question as to the respondent's over-all attitude toward the Off Campus High School Program. Table XV is a compilation of the percentages indicating various attitudes toward the program as a whole.

The most positive group can be seen to be the seven Off Campus High School staff members[1]. This group unanimously expressed their strong liking for the program.

Eighty-four to 100 percent of all other groups indicated that they at least "liked" the program "somewhat" or found it "beneficial". The large majority of the current students and former students indicated that they liked it "very much". Two-thirds of the parents of former students indicated the program had been "very beneficial".

Only very small percentages of students and parents dislike the program or find or have found it not beneficial.

In summary, all groups very strongly endorsed the program.

1. One of the three reading tutors had been there only a short time, so was not asked to complete a questionnaire.

TABLE XV

OFF CAMPUS HIGH SCHOOL EVALUATION
SUMMARY OF OVER-ALL ATTITUDE OF ALL GROUPS SURVEYED

	N	Very Much Dislike It	Dislike Somewhat	Like Somewhat	Like Very Much	No Comment
Current Students						
Boys	45	7%*		12%	81%	0%
Girls	31	0%	0%	3%	87%	10%
Total	76	4%		8%	83%	4%
Former Students						
Boys	16	0%	0%	13%	81%	6%
Girls	12	8%	0%	8%	83%	0%
Total	28	4%	0%	10%	82%	3%
OCHS Staff Members						
Total	7	0%	0%	0%	100%	0%

	N	Not Beneficial	Beneficial	Very Beneficial	Unmarked Don't Know
Parents of Current Students					
Boys	27	0%	37%	63%	0%
Girls	19	5%	26%	58%	11%
Total	46	2%	33%	61%	4%
Parents of Former Students					
Boys	19	5%	32%	63%	0%
Girls	14	7%	14%	71%	7%
Total	33	6%	24%	67%	3%

* Three boys marked both categories.

Questionnaire Responses--Current Students. A total of 97 questionnaires were given to students. A total of 76 were returned, 45 from boys and 31 from girls for a 78 percent return. Table XVI shows the tabulation of responses to the questionnaire items.

The girls responding tended to be slightly younger on the average than were the boys (girls 17-3, boys 17-11). On the average they have been at Off Campus High School a shorter length of time (girls 8 months, boys 12 months). Boys and girls were out of school before Off Campus High School enrollment about the same average amount of time (three months).

In general, the large majority of students reported feeling that their thinking, feeling, and behaving had changed as a result of their experiences at Off Campus High School (Q.7 - 86%).

The rank order for all students of areas in which they feel they have changed as a result of Off Campus High School experiences was as follows: growth in personal responsibility (Q.5 - 89%), taking better care of equipment and facilities at Off Campus High School than at their former school (Q.13 - 87%), beneficial effect on their relationships with people in authority and other adults (Q.10 - 84%), confidence in respect to school achievement (Q.8a - 71%), planning and organization of their own activities (Q.8g - 68%), favorable attitude toward self (Q.8c - 51%), more responsible as a family member (Q.9a - 49%), confidence in social situations (Q.8b -45%), cooperation with other family members (Q.8f - 45%), responsibility for chores (Q.8e - 42%), decreased feelings of being overshelmed and criticized (Q.8h - 34%), and pride in and care of self, clothing and belongings (Q.8d - 25%).

There appear to be differences between boys and girls on two of these "change" items; more girls reported an increase in confidence in respect to school achievement and more boys reported taking better care of equipment and facilities at Off Campus High School than at their former school. In respect to this latter, many students, girls particularly, protested in comments that they had never done other than take care of things so there was no room for change.

Strategies or practices which are seen by all current students who responded as working moderately or very well were the informal school atmosphere (Q.15r - 100%), and providing an education as good or better than that provided by the regular high schools (Q.15i - 100%). The current students were almost unanimously positive regarding these practices: adult respect for student's values and ideas (Q.15m - 98%), teacher and student deciding assignment together (Q.15b - 98%), encouragement of student to make his own choices (Q.15h - 98%), assignment of each student to a teacher-counselor (Q.15a - 98%), and individual counseling by teacher-counselor Q.15k - 98%). Three fourths or more of the students marked all of the above as working very well.

Off Campus High School Evaluation
Questionnaire Responses--Current Students

They were almost as strongly positive about other practices listed in Table XVI. They were least positive in respect to how working with people in the community is working (Q.15d -78%) positive, and the evaluation or grading in relation to effort (Q.15j -88% positive). Very few negative responses were given by girls for any of these practices, whereas a very few boys (one to four) marked each of several strategies as working poorly. More boys tend to want more music and sports, both boys and girls, but particularly girls, more art.

The large majority of students report that they have accomplished more academically at Off Campus High School (Q.6 - 92%) and are less likely to skip at Off Campus High School (Q.14 - 79%).

The majority of all Off Campus High School students find it easier to form relationships or make friends with other students at Off Campus High School (Q.11 - 55%). However, many of the boys (44%) found it easier at their former regular high schools. Many boys and girls would prefer to meet more frequently in groups (Q.12 - 46%).

Many students would like to have more art activities (Q.18 - 61%) and some would like more music (Q.17 - 14%) and intermural sports (Q.16 - 11%). However, more see the absence of intermural sports as an advantage than as a disadvantage.

As given in the summary of over-all attitudes, the large majority like the program (Q.23 - 91%) and most of these like it very much (83%).

A tabulation of comments made by current students are as shown in Table XVII. In these comments the students stress their liking for the friendly, open, informal, relaxed atmosphere, the friendly, understanding, close, honest relationship with the teacher-counselors, the freedom of choice, and the reduced pressure. They urge the addition of more space, staff, and equipment for activities such as home economics, field trips, community related courses, art, music, quiet study, electives, group activities, vocational activities, sports, and piano practice. They ask for typewriters, guitars, books, records, stereo, carpet, and science equipment, a potter's wheel, a kitchen, additional bathroom, shop facilities, and sewing machines. Some complain that they get last chance after regular high school students at driver education.

Some suggest enlargement or similar schools at various locations so more students could be accommodated.

In summary, the students very strongly endorse the program but request more space, staff, and equipment to permit more varied courses and activities.

TABLE XVI

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

		Boys	Girls	Total
1. Number of students currently enrolled in Off Campus High School who responded to questionnaire.		45	31	76
2. Age.				
Median Age.		17 Years-11 Months	17 Years-3 Months	17 Years-4.5 Months
Age Range:	Low	15 Years-3 Months	14 Years-7 Months	14 Years-7 Months
	High	20 Years-2 Months	19 Years-1 Month	20 Years-2 Months
3. Length of time students have been in attendance at Off Campus High School				
Median Time		1 Year	8 Months	9.5 Months
Time Range:	Low	1 Month	2 Weeks	2 Weeks
	High	2 Years-6 Months	2 Years-1 Month	2 Years-6 Months
4. Length of time students were out of school prior to entering Off Campus High School.				
Median Time		3 Months	3 Months	3 Months
Time Range:	Low	No time	No time	No time
	High	2 Years	1 Year-8 Months	2 Years

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

	Boys N=45	Girls N=31	Total N=76
5. Do you feel you have grown more or less in personal responsibility at Off Campus High School as compared to regular high school?			
A. Much more at regular high school	02%	00%	01%
B. More at regular high school	00%	00%	00%
C. About the same	09%	10%	09%
D. More at Off Campus High School	44%	42%	43%
E. Much more at Off Campus High School	44%	48%	46%
6. Where do you feel you accomplished more academically?			
A. Regular high school	04%	03%	04%
B. Off Campus High School	91%	94%	92%
C. Not marked	04%	03%	04%
7. Do you feel you have changed much in your thinking, feeling, and behavior as a result of your experiences at Off Campus High School?			
A. Changed a great deal	44%	32%	39%
B. Changed some	40%	58%	47%
C. Changed little or none	09%	10%	09%
D. Not marked	06%	00%	04%
8. PLEASE CHECK THE FOLLOWING AS TO POSSIBLE CHANGES.			
A. Confidence in respect to school achievement.			
1. Increased	64%	81%	71%
2. No change	27%	16%	22%
3. Decreased	00%	03%	01%
4. Not marked	09%	00%	05%
B. Confidence in social situations			
1. Increased	47%	42%	45%
2. No change	47%	52%	49%
3. Decreased	02%	03%	03%
4. Not marked	04%	03%	04%
C. Favorable attitude toward yourself			
1. Increased	51%	52%	51%
2. No change	42%	45%	43%
3. Decreased	02%	03%	03%
4. Not marked	04%	00%	03%

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

8. PLEASE CHECK THE FOLLOWING AS TO POSSIBLE CHANGES. (Cont.)	Boys N=45	Girls N=31	Total N=76
D. Pride in and care of yourself, your clothing, and other belongings			
1. Increased	27%	23%	25%
2. No change	67%	71%	68%
3. Decreased	02%	00%	01%
4. Not marked	04%	06%	05%
E. Responsibility for chores, etc.			
1. Increased	42%	42%	42%
2. No change	51%	55%	53%
3. Decreased	04%	00%	03%
4. Not marked	02%	03%	03%
F. Cooperation with other family members			
1. Increased	44%	45%	45%
2. No change	49%	52%	50%
3. Decreased	02%	00%	01%
4. Not marked	04%	03%	04%
G. Planning and organization of your own activities			
1. Increased	67%	71%	68%
2. No change	27%	26%	26%
3. Decreased	02%	00%	01%
4. Not marked	04%	03%	04%
H. Feelings of being overwhelmed and criticized			
1. Increased	11%	16%	13%
2. No change	51%	39%	46%
3. Decreased	31%	39%	34%
4. Not marked	07%	06%	07%
9A. Do you feel you are more or less responsible as a family member since enrolling in Off Campus High School?			
1. More	51%	45%	49%
2. Same	40%	48%	43%
3. Less	04%	03%	04%
4. Not marked	04%	03%	04%

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

		Boys N=45	Girls N=31	Total N=76
9B.	Do you feel your experiences at Off Campus High School have contributed significantly to this?			
	1) Yes	49%	42%	46%
	2) No	42%	35%	39%
	3) Not marked	09%	23%	14%
10.	Do you feel your experiences at Off Campus High School have had a beneficial effect on your relationships with people in authority and other adults?			
	A. Yes	87%	81%	84%
	B. No	09%	13%	11%
	C. Not marked	04%	06%	05%
11.	At which school have you found it easier to form relationships with or make friends with other students?			
	A. Regular high school	44%	19%	34%
	B. Off Campus High School	47%	68%	55%
	C. Same/both	09%	13%	11%
12.	Would you prefer to meet more frequently with other Off Campus High School students in groups?			
	A. Yes	42%	52%	46%
	B. No	47%	29%	39%
	C. Don't know/other	11%	19%	14%
13.	Do you take better or poorer care of equipment and facilities at Off Campus High School than at your former school?			
	A. Poorer at Off Campus High School	02%	00%	01%
	B. Better at Off Campus High School	93%	77%	87%
	C. Same	02%	00%	01%
	D. Not marked/Don't know/other	02%	23%	11%
14.	Are you as likely to skip an appointment at Off Campus High School as you were to skip a class at your former high school?			
	A. More likely to skip Off Campus H.S.	02%	03%	03%
	B. Some frequency of skipping Off Campus H.S. and former H.S.	16%	10%	13%
	C. Less likely to skip Off Campus H.S.	76%	84%	79%
	D. Not marked	07%	03%	05%

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

15. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN?

	Boys N=45	Girls N=31	Total N=76
A. Assignment of each student to a teacher-counselor			
1. Works out poorly	02%	00%	01%
2. Works moderately well	24%	13%	20%
3. Works very well	71%	87%	78%
4. Not marked	02%	00%	01%
B. Teacher and student decide the assignment together			
1. Works out poorly	04%	00%	02%
2. Works moderately well	13%	06%	11%
3. Works very well	82%	94%	87%
4. Not marked	00%	00%	00%
C. A variety of ways of earning a credit in a particular subject			
1. Works out poorly	00%	00%	00%
2. Works moderately well	24%	13%	20%
3. Works very well	71%	87%	78%
4. Not marked	04%	00%	02%
D. Working with people in the community			
1. Works out poorly	11%	00%	07%
2. Works moderately well	38%	32%	36%
3. Works very well	33%	55%	42%
4. Not marked	18%	12%	16%
E. Special help in student's weak areas			
1. Works out poorly	00%	00%	00%
2. Works moderately well	31%	26%	29%
3. Works very well	62%	74%	67%
4. Not marked	07%	00%	04%
F. Getting teacher comments very soon on written assignments			
1. Works out poorly	04%	00%	03%
2. Works moderately well	31%	13%	24%
3. Works very well	64%	87%	74%
4. Not marked	00%	00%	00%
G. Encouragement of student to follow-up his own ideas			
1. Works out poorly	02%	00%	01%
2. Works moderately well	20%	16%	18%
3. Works very well	71%	84%	76%
4. Not marked	07%	00%	04%

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

15. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN? (Cont.)

	Boys N=45	Girls N=31	Total N=76
H. Encouragement of student to make his own choices			
1. Works out poorly	04%	00%	03%
2. Works moderately well	16%	16%	16%
3. Works very well	80%	84%	82%
4. Not marked	00%	00%	00%
I. Providing an education as good or better than that provided by the regular high schools			
1. Works out poorly	00%	00%	00%
2. Works moderately well	18%	13%	16%
3. Works very well	82%	87%	84%
4. Not marked	00%	00%	00%
J. Evaluation or grading in relation to effort			
1. Works out poorly	00%	10%	04%
2. Works moderately well	29%	23%	26%
3. Works very well	60%	65%	62%
4. Not marked	11%	03%	08%
K. Individual counseling by counselor-teacher			
1. Works out poorly	00%	00%	00%
2. Works moderately well	29%	13%	22%
3. Works very well	71%	84%	76%
4. Not marked	00%	03%	01%
L. Informal school atmosphere			
1. Works out poorly	00%	00%	00%
2. Works moderately well	11%	03%	08%
3. Works very well	89%	97%	92%
4. Not marked	00%	00%	00%
M. Adult respect for student's values and ideas			
1. Works out poorly	02%	00%	01%
2. Works moderately well	09%	03%	07%
3. Works very well	87%	97%	91%
4. Not marked	02%	00%	01%

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

15. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN? (Cont.)

	Boys N=45	Girls N=31	Total N=76
N. Less competition between students			
1. Works out poorly	04%	00%	03%
2. Works moderately well	11%	19%	14%
3. Works very well	82%	81%	82%
4. Not marked	02%	00%	01%
O. Use of S grades only			
1. Works out poorly	02%	00%	01%
2. Works moderately well	18%	23%	20%
3. Works very well	76%	74%	75%
4. Not marked	04%	03%	04%
P. Completion of an assignment before proceeding to another assignment			
1. Works out poorly	00%	03%	01%
2. Works moderately well	38%	19%	30%
3. Works very well	58%	74%	64%
4. Not marked	04%	03%	04%
Q. Opportunity to work on one subject at a time			
1. Works out poorly	04%	00%	03%
2. Works moderately well	16%	16%	13%
3. Works very well	73%	84%	83%
4. Not marked	07%	00%	01%
R. Reduction in pressures to conform			
1. Works out poorly	04%	00%	03%
2. Works moderately well	07%	13%	09%
3. Works very well	89%	84%	87%
4. Not marked	00%	03%	01%

16. Do you feel that the absence of intermural sports at Off Campus High School is a disadvantage or an advantage?

A. Disadvantage	16%	03%	11%
B. Neither advantage or disadvantage	64%	65%	64%
C. Advantage	18%	32%	24%
D. Not marked	02%	00%	01%

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES--CURRENT STUDENTS

	Boys N=45	Girls N=31	Total N=76
17. Do you feel that the lack of music activities such as band and chorus at Off Campus High School is an advantage or disadvantage?			
A. Disadvantage	24%	0%	14%
B. Neither advantage or disadvantage	62%	90%	74%
C. Advantage	11%	10%	11%
D. Not marked	02%	0%	01%
18. Do you feel that the comparative lack of art activities at Off Campus High School is an advantage or a disadvantage?			
A. Disadvantage	56%	68%	61%
B. Neither advantage or disadvantage	40%	29%	36%
C. Advantage	04%	0%	03%
D. Not marked	0%	03%	01%
23. What is your over-all feeling about the Off Campus High School?			
A. Very much dislike	07%*	00%	04%*
B. Dislike it somewhat		00%	
C. Like it somewhat	12%	03%	08%
D. Like it very much	81%	87%	83%
E. Not marked	00%	10%	04%

* Three boys marked both categories

TABLE XVII

OFF CAMPUS HIGH SCHOOL EVALUATION
STUDENT COMMENTS

		Frequency
Question 10:	Did your experiences at Off Campus High School have a beneficial effect on your relationships with people in authority and other adults?	
	It would be most beneficial to everyone to drop this authoritarian crap.	1
Question 11:	At which school is it easier to make friends?	
	(Easier at regular high school.) Because there are more people.	2
	(Easier at Off Campus High School.) At regular high school you meet a lot more people but kids at Off Campus are easier to get along with.	1
	Students make friends wherever they are.	1
Question 12:	Would you prefer to meet more frequently with other Off Campus students in groups?	
	If I did I could make it happen here.	1
Question 14:	Are you as likely to skip an appointment at Off Campus High School as you were to skip a class at your former high school?	
	I make my appointments. Why should I miss them?	1
Question 15:	How program practices have worked.	
	(Working with people in community.) It hasn't occurred, or know nothing about it.	4
	Criticism of questionnaire--hard to answer, etc.	4
	I feel I get a much superior education at Off Campus. Also I like my teacher-counselor very much and discuss with him many aspects of my life--academic and personal. They do, after all, have quite an influence upon each other.	1
	In this school you learn the stuff you work on whereas at the regular school you can float through.	1
	I don't think we should be required to come to school three times a week.	1
	I get no encouragement from the teacher.	1
	It's good.	1

OFF CAMPUS HIGH SCHOOL EVALUATION
STUDENT COMMENTS

		Frequency
Question 15: (Cont.)	How program practices have worked.	
	Regular high school had me trying to do so much at once that I became nervous and I was always worried about school work. Coming to Off Campus took a big load off me.	1
	Off Campus needs more of the classes that only the regular high schools offer such as home economics and driver education which is offered to each of the separate high school's own students first. It is very difficult for Off Campus students to get driver ed.	1
	Since the Off Campus I have gotten an interest in furthering my education.	1
	I don't feel there should be any grades what so ever--just pass or fail.	1
	Off Campus is a good tool giving students (opportunity) to mature rather than stifling them into conformity. Thus giving a false sense of security.	1
	Less social pressure--atmosphere and teachers easy-going.	1
	Off Campus is one of the finest. It is very easy to get along with the teachers--better than any school I have been to.	1
Question 19:	What do you particularly like about the present facilities?	
	Informal, comfortable home-like atmosphere--and like it belongs to us, and more honest.	20
	Freedom of choice, to come and go, to talk to people, to educate oneself.	10
	Good teacher-student relationship	6
	Facilities need expansion or improvement.	4
	But like it anyway.	4
	Freedom to use them.	3
	Nothing.	2
	It works, it's good	2
	I don't use them--can't say.	2
	Photography and darkroom.	2
	Films.	2
	Books.	2

OFF CAMPUS HIGH SCHOOL EVALUATION
STUDENT COMMENTS

		Frequency
Question 19: (Cont.)	What do you particularly like about the facilities?	
	No stress on conformity.	1
	More interesting.	1
	Learn more.	1
	More chance to express yourself.	1
	Not as crowded.	1
	Everything.	1
	Yoga.	1
Question 20:	What do you particularly dislike about the facilities?	
	Lack of facilities and staff for more activities: art, science lab, shop facilities, potter's wheel, kitchen, bathroom, typewriters, sewing machines, library, music, camping, sports, electives, real coffee, and sugar regularly for coffee.	23
	Nothing they dislike.	11
	Space needed for study and work.	6
	Not enough time when students can get together.	1
	Been there only two weeks--can't say.	1
	Cigarette smoke.	1
	I rarely have the self-discipline it takes.	1
	Landscaping and appearance.	1
	They should give you a high school diploma when you enter.	1
	Lack of interest by other educational directors.	1
	Forms.	1
Question 21:	What do you particularly like about Off Campus High School?	
	The friendly, open, informal, relaxed atmosphere.	22
	The friendly, understanding, meaningful, close, secure relationship between students and staff.	12
	The teachers, the way they teach, the equal way they treat you.	6
	The people. They are real and not phony.	6

OFF CAMPUS HIGH SCHOOL EVALUATION
STUDENT COMMENTS

		Frequency
Question 21: (Cont.)	What do you particularly like about Off Campus High School?	
	The freedom to be independent.	6
	Lack of typical high school pressure.	4
	Being able to work at your own speed following your own ideas with things that interest you most.	4
	You learn more.	3
	Not having to spend so many hours here.	2
	The photography teacher and facilities.	2
	No classes-you don't have to sit through six hours of classes and not learn anything.	2
	Mr. Linbo's easy chair and footstool.	1
	I'm a part of it. It's me.	1
	Everybody is their own self.	1
	Nothing.	1
	There is a much broader experience.	1
	Being individuals.	1
	Not so many rules to follow.	1
Question 22:	What do you particularly dislike about Off Campus High School?	
	Nothing	13
	Not enough space as for quiet study and big gatherings.	5
	The students have little or no power, a slowly developing bureaucracy.	2
	Equipment as for art and music.	1
	Not being able to move to another surrounding area and continue schooling here.	1
	The lack of interest by other educational directors.	1
	Reading and writing.	1
	Work.	1
	It takes longer.	1
	It's too far to walk.	1
	No real coffee.	1
	Diploma factory.	1
	We, the school, are broke, and cannot enlarge much longer without help from our pot of gold! Hint.	1

TABLE XVII (5 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
STUDENT COMMENTS

		Frequency
Question 22: (Cont.)	What do you particularly dislike about Off Campus High School?	
	Having to go at least three times a week.	1
	The dumb parking lot.	1
Question 24:	What suggestions would you like to make regarding modifications of the program?	
	More space, staff, and equipment for more activities such as home economics, field trips, community related courses, art, music, electives, group activities, vocational activities, sports, piano practice room, quiet study, guitars, books, teachers, records and stereo, carpet, and science equipment.	28
	Enlargement--where possibly all of the people that really need a good school like Off Campus could come and learn.	6
	Similar schools at various locations so they could remain small but more people could have a chance to attend.	1
	I wouldn't be in school now if not for Off Campus.	1
	Get rid of the diploma.	1
	Everything just the way it is.	1
	None that you could probably make.	1
	Some revision of earning credits, more of a spectrum covering the earning of credit.	1
	Too many.	1
	This questionnaire is meaningless.	1
	There should be some variety in assignments--all I ever do is read a book and write a paper. This is most discouraging and because of this I wonder if I will have the patience to finish.	1
	Less importance placed on the speed at which you finish a credit.	1

Off Campus High School Evaluation

Questionnaire Responses -- Parents of Current Students. Questionnaires were sent to the parents of the 97 students enrolled as of 1 March 1972. Of these 97 mailed, 46 were returned for a 48 percent return. Table XVIII shows the percentages of responses for the various items. Girls in this 48 percent sample were reported to be slightly younger than boys. The median age of the group was 17 years 2 months. The students were reported to have been in school from three weeks to two years with a median length of time of nine months. Boys tended to have been there slightly longer than the girls (10 months boys, 8 months girls). Some students went directly from their former schools to Off Campus High School and one was out of school one year and one month.

Ninety-four percent of the parents responded that they felt their child had changed at least some as a result of Off Campus High School experiences. Fifty-seven percent felt their child had changed a great deal (Q. 6). The areas in which the greatest change was reported, in rank order, were as follows: student's relationship with parents and other adults (Q. 11 - 89%); favorable attitude toward himself (Q. 10C - 83%); confidence in respect to school achievement (Q. 10A - 74%); responsibility as a family member (Q. 8A - 74%); planning and organizing his own activities (Q. 10-G - 70%). In other areas such as cooperation with other family members, confidence in social situations, and responsibility for chores, the response reporting positive change was between 52 percent and 67 percent.

A large majority (Q. 9 - 79%) indicated that their child appeared to learn more at Off Campus High School, and only one parent reported more at regular school a somewhat large group (Q. 9 - 20%) indicated they did not know or did not mark this item and almost all of these were parents of girl students. Thirty-seven percent of the parents of girls appear to have some question.

Most parents appeared to report responsibility on their children's part for keeping appointments (Q. 12 - 74%; however, this question unfortunately was ambiguously stated.

The parents tended to be stronger than the students in their feeling that both the lack of art and the lack of musical activities is a disadvantage (Q. 15 - 52%; Q. 14 - 35%). More reported the absence of intermural sports as an advantage than reported it as a disadvantage (Q. 13 - 28% and 11%).

Differences for parents of boy and girl students appear to exist as far as: what they perceive their student learning, with parents of boys being much more positive (Q. 9), growth in confidence in respect to school achievement with parents of boys again more positive (Q. 10A); and growth in favorable attitude toward self (Q. 10C), again with parents of boys being more positive.

Off Campus High School Evaluation
Questionnaire Responses -- Parents of Current Students (Cont.)

The parents' over-all feeling toward the program appears to be very positive as indicated in the summary of over-all feeling section of this report (Q. 16 - 94%).

Comments from parents are shown in Table XIX. They, like their children, comment frequently that they like the person-to-person student-teacher relationship with the responsibility placed on the student, and the respect and kindness shown their children. Many were very strong in their praise of the program (Q. 17). Their concerns (Q. 18) were similar to those of the students: the facility and the lack of group activities. Two expressed concern that students have to "drop out" before they are accepted--that this is destructive. Individual parents expressed some other individual concerns.

Suggestions (Q. 19) stressed the same areas as some of the same things stressed by their children: enlargement so more students can be enrolled, more group work, more recognition by the system, practical work training combined with academic classes, more schools like it, and more creative activities. Two parents suggested the addition of a full time woman counselor or teacher-counselor.

In summary, parents are exceptionally strong in their support of the program. They see it as having marked positive effects on their children, particularly the parents of boys. However, a somewhat large number of the parents of girls have some question as to whether or not Off Campus High School offers an advantage over the regular high school for their children in amount learned. Also, a full time woman teacher-counselor was suggested.

Several parents suggest that the school secure additional facilities and staff, and many favor additional course offerings.

TABLE XVIII

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF CURRENT STUDENTS

		Parents of Boys	Parents of Girls	Total Parents
1. Number of parents of students currently enrolled in Off Campus High School who responded to questionnaire.		27	19	46
2. Age of students.				
Median Age		17 Years- 4 Months	17 Years- 0 Months	17 Years- 2 Months
Age Range:	Low	14 Years-10 Months	15 Years- 5 Months	14 Years-10 Months
	High	19 Years- 6 Months	18 Years- 4 Months	19 Years- 6 Months
3. Length of time student has been at Off Campus High School.				
Median Time		10 Months	8 Months	9 Months
Time Range:	Low	3 Months	3 Weeks	3 Weeks
	High	2 Years- 0 Months	1 Year - 6 Months	2 Years- 0 Months
4. Length of time student was out of school before entering Off Campus High School.				
Median Time		2 Months	1 Month	1 Month
Time Range:	Low	No time	No time	No time
	High	5 Months	1 Year - 1 Month	1 Year - 1 Month

TABLE XVIII (2 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF CURRENT STUDENTS

		Parents of Boys N=27	Parents of Girls N=19	Total Parents N=46
6.	Do you feel your son/daughter has changed much in his thinking, feeling, and behavior as a result of his/her experiences at Off Campus High School?			
	A. Changed a great deal	56%	58%	57%
	B. Changed some	41%	32%	37%
	C. Changed little or none	04%	11%	06%
7.	Do you feel your son/daughter appeared to grow more or less in personal responsibility at Off Campus High School as compared to regular high school?			
	A. Much more at regular high school	00%	00%	00%
	B. More at regular high school	00%	05%	02%
	C. About the same	11%	42%	24%
	D. More at Off Campus High School	52%	32%	43%
	E. Much more at Off Campus H.S.	30%	21%	26%
	F. Not marked	07%	00%	04%
8a.	Do you feel your son/daughter is more or less responsible as a family member since enrolling in Off Campus High School?			
	A. More	78%	68%	74%
	B. Same	19%	26%	22%
	C. Less	00%	05%	02%
	D. Not marked	04%	00%	02%
8b.	Do you feel your son/daughter's experiences at Off Campus High School have contributed significantly to this?			
	A. Yes	67%	74%	70%
	B. No	15%	16%	15%
	C. Not marked	19%	11%	15%
9.	My son/daughter appeared to learn more while enrolled in			
	A. Regular H.S.	00%	05%	02%
	B. Off Campus H.S.	93%	58%	79%
	C. Not marked/Don't know	07%	37%	20%

TABLE XVIII (3 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF CURRENT STUDENTS

	Parents of Boys N=27	Girls N=19	Total Parents N=46
10. PLEASE CHECK THE FOLLOWING AS TO POSSIBLE CHANGES IN YOUR SON OR DAUGHTER.			
A. Confidence in respect to school achievement.			
1. Increased	89%	53%	74%
2. No change	11%	37%	22%
3. Decreased	00%	05%	02%
4. Not marked	00%	05%	02%
B. Confidence in social situations.			
1. Increased	52%	58%	54%
2. No change	44%	32%	39%
3. Decreased	00%	05%	02%
4. Not marked	04%	05%	04%
C. Favorable attitude toward himself.			
1. Increased	89%	74%	83%
2. No change	11%	16%	13%
3. Decreased	00%	05%	02%
4. No marked	00%	05%	02%
D. Concern for and care of himself			
1. Increased	56%	58%	57%
2. No change	44%	42%	43%
3. Decreased	00%	00%	00%
E. Responsibility for chores, etc.			
1. Increased	52%	53%	52%
2. No change	48%	32%	41%
3. Decreased	00%	11%	04%
4. Not marked	00%	05%	02%
F. Cooperation with other family members.			
1. Increased	67%	68%	67%
2. No change	33%	26%	30%
3. Decreased	00%	05%	02%

TABLE XVIII (4 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF CURRENT STUDENTS

	Parents of Boys N=27	Parents of Girls N=19	Total Parents N=46
10. PLEASE CHECK THE FOLLOWING AS TO POSSIBLE CHANGES IN YOUR SON OR DAUGHTER.			
G. Planning and organization of his own activities.			
1. Increased	67%	74%	70%
2. No change	33%	21%	28%
3. Decreased	00%	00%	00%
4. Not marked	00%	05%	02%
H. Feelings of being overwhelmed and criticized.			
1. Increased	07%	11%	09%
2. No change	26%	32%	28%
3. Decreased	63%	47%	57%
4. Not marked	04%	11%	06%
11. Do you feel your son/daughter's experiences at Off Campus High School have had a beneficial effect on your son/daughter's relationship with you and with other adults?			
A. Yes	93%	84%	89%
B. No	04%	16%	09%
C. Not marked	04%	00%	02%
12. How responsible is your son/daughter in keeping appointments at Off Campus High School?			
A. Seldom	00%	00%	00%
B. Occasionally	15%	21%	17%
C. Frequently	52%	68%	59%
D. Regularly	19%	00%	11%
E. Keeps Appointments well	00%	05%	02%
F. No complaints from school	00%	05%	02%
G. Not marked	15%	00%	09%

TABLE XVIII (5 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF CURRENT STUDENTS

	Parents of Boys N=27	Girls N=19	Total Parents N 46
13. Do you feel that the absence of intermural sports at Off Campus High School is a disadvantage or an advantage?			
A. Advantage	33%	21%	28%
B. Neither advantage or disadvantage	59%	63%	61%
C. Disadvantage	07%	16%	11%
14. Do you feel that the lack of music activities such as band and chorus at Off Campus High School is an advantage or disadvantage?			
A. Advantage	04%	00%	02%
B. Neither advantage or disadvantage	63%	63%	63%
C. Disadvantage	33%	37%	35%
15. Do you feel that the lack of art activities at Off Campus High School is an advantage or disadvantage?			
A. Advantage	00%	00%	00%
B. Neither advantage or disadvantage	44%	42%	43%
C. Disadvantage	48%	58%	52%
D. No comment	07%	00%	04%
16. What is your over-all feeling about the effects of Off Campus High School on your son/daughter?			
A. Not beneficial	00%	05%	02%
B. Beneficial	37%	26%	33%
C. Very beneficial	63%	58%	61%
D. Don't know	00%	11%	04%

TABLE XIX

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS OF PARENTS OF CURRENT STUDENTS

Question 17: What do you particularly like about Off Campus High School?	Frequency
The person to person relationship with the initiative and responsibility placed on the student.	16
Every student is credited with having dignity and worth, gives young people a sense of being, respect for self and others, great program.	7
Individual attention with understanding of subject matter.	7
Kind, tolerant, dedicated concern of teachers.	4
Relaxed, informal, less structured atmosphere, yet quiet and studious.	4
Encourages individual thought and action.	2
Emphasis is on real learning.	2
The opportunity to learn without so much criticism.	2
It is enabling my son to get his high school credits.	2
My son is satisfied.	2
Son is fortunate to receive the opportunities given him.	1
Everything.	1
The fact that it exists.	1
The interest son has taken without me pushing all the time.	1
The chance it gives to a young person who is suffering extreme feelings of failure and inadequacy in regular high school.	1
Prepares a child for college type work.	1
Having one or two subjects at a time--less pressure.	1
Disciplined motivation.	1
For the parents--a hope.	1
Mainly her desire to go to school.	1
The joy expressed by both students and teachers.	1
Philosophy of education, sense of "it's ours"--(parents too.)	1

TABLE XIX (2 of 3)

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS OF PARENTS OF CURRENT STUDENTS

		Frequency
Question 18:	What do you particularly dislike about Off Campus High School?	
	No dislikes.	8
	The facility.	4
	Lack of group activities with inevitable lonliness and boredom.	4
	The drop-out requirement is destructive and makes the job of integrating student into program doubly difficult.	2
	No in school study time.	1
	Lack of music. Would like to have group playing.	1
	The long waiting list.	1
	Parent get-togethers held over a "happy hour". Parents should be able to meet without a drink in their hand.	1
	Too much "anti" bias involved in discussion of philosophical and political areas.	1
	No regular hours.	1
	Too much free time.	1
	Wish you did not have so many required subjects.	1
	Sometimes not enough direction.	1
	Why couldn't something like this be possible in the high school?	1
	The fact that it is not available to all people who need it.	1
	Lack of individual help for student.	1
	Not knowing what's going on. Our inability as parents to relate to the school.	1
	She acquired friends who, in our opinion, are undesirable. We have no way of knowing if she would have come in contact with these individuals in a regular school.	1
Question 19:	What suggestions would you like to make regarding improvements at Off Campus High School?	
	More funds provided so more students can be accepted, if same level of effectiveness can be maintained. (I pray for its enlargement and support).	5
	More group work including courses, purposeful rap sessions for improved oral communication and so student has a chance to get to know more people her own age.	4
	Doing a great and effective job and filling a great need with facilities available.	4

TABLE XIX (3 of 3)

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS OF PARENTS OF CURRENT STUDENTS

		Frequency
Question 19: (Cont.)	What suggestions would you like to make regarding improvements at Off Campus High School?	
	More recognition of its need in the public school system--with adequate funding to place this on the same level as other education, both in facilities and general acceptance; be able to take driver ed. without being last in line at a normal school.	3
	Addition of a full-time woman counselor or teacher-counselor.	2
	Practical work training combined with academic classes, with more help given in guiding these kids into work experience; our son craves this.	2
	More schools like it in other areas.	2
	More creative activities--art, music.	2
	Similar program at the regular high school with closer supervision and guidance.	1
	More community services activities for child.	1
	Same teacher--child conferences.	1
	Could son join regular high school choir until music is offered?	1
	Try to retain its informal, non-institutional-like atmosphere.	1
	More space and equipment.	1
	Periodic progress reports.	1
	More community and parent involvement.	1
	Someone other than own teacher to talk to. Son had an excellent person when he was a part-time sophomore recovering from his use of drugs.	1
	Off Campus directly reflects the misdirected trends of formal schools to properly maintain student interest. Were formal school format directed more toward the students than an administrative bureaucracy, there would be no need for Off Campus.	1
	Let the students take turns cutting the grass and keeping the property tidy.	1

Off Campus High School Evaluation

Questionnaire Responses--Reading Students. Completed questionnaires were returned from eight of the 31 students enrolled in the Reading Tutoring Program as of 1 March 1972, for a 26 percent return.[1] The results are shown in Table XX. Boys outnumber girls enrolled in reading instruction about two to one; questionnaires returned were from boys, two to one. Those responding had been in the program two or three months to one year. The majority of those responding were also taking other work at Off Campus High School. Thirty-eight percent were enrolled in a regular junior or senior high school (Q.5).

All of those responding report a more positive attitude toward reading (Q.6A - 100%) and most feel they have improved (Q.6B -87%). Half report that they are reading more books out of school (Q.6C - 50%).

The majority report they definitely like reading now (Q.8 - 62%), whereas none felt definitely positive about it formerly (Q.7 - 00%). Most report that their reading has definitely helped them in their other school work (Q.9 - 62%). All report they now have some liking for reading (Q.8 - 100%), and all report that instruction has had some positive effect on their other school work.

In summary, of those reporting, all report better attitudes and most report improvement.

Their comments to open-ended questions shown in Table XXI express these same feelings. They stress improvements in speed, comprehension, techniques, and confidence. The one suggestion made was for more interesting materials.

1. Distribution was not complete in this instance.

TABLE XX

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES -- READING STUDENTS

1. Number of students enrolled in Off Campus High School reading program who responded to questionnaire.

Boys	6
Girls	2
Total	8

2. Age.

Median Age		16 Years- 8 Months
Age Range:	Low	13 Years- 9 Months
	High	17 Years- 4 Months

3. Total length of time you have been in the reading program at Off Campus High School.

Median Time		4 Months
Time Range:	Low	2-3 Months
	High	1 Year

4. Are you enrolled at Off Campus High School for other courses?

A.	Yes	62%
B.	No	38%

5. Are you enrolled in a regular junior high or senior high school program in addition?

A.	Yes	38%
B.	No	62%

TABLE XX (2 Of 2)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES -- READING STUDENTS

6. IN WHICH OF THESE WAYS, IF ANY, DO YOU FEEL YOUR ATTITUDE TOWARD READING HAS CHANGED SINCE ENROLLING IN READING AT OFF CAMPUS HIGH SCHOOL?

A. What are your over-all feelings about reading?

1.	More positive	100%
2.	Same	00%
3.	More negative	00%

B. Do you feel you are a better reader now than you were before enrolling?

1.	Much better reader	12%
2.	Better reader	75%
3.	Same	12%
4.	Poorer reader	00%
5.	Much poorer reader	00%

C. Are you reading more books out of school than you did before enrolling in reading?

1.	Many more	25%
2.	Some more	25%
3.	The same	38%
4.	Fewer	12%
5.	Many fewer	00%

7. Did you like reading prior to enrollment?

A.	Yes	00%
B.	Somewhat	88%
C.	No	12%

8. Do you like reading now?

A.	Yes	62%
B.	Somewhat	38%
C.	No	00%

9. Do you feel that reading instruction has helped you in other school work?

A.	Yes	62%
B.	Somewhat	38%
C.	No	00%

TABLE XXI

OFF CAMPUS HIGH SCHOOL EVALUATION
READING STUDENT COMMENTS

		Frequency
Question 10.	If you did not like reading formerly, what about it did you not like?	
	Read too slow and can't remember what I read.	2
	I didn't understand a lot of what I was reading.	1
	Everything	1
	Didn't think I knew how.	1
Question 11.	If you do not like reading now, what about it do you not like?	
	Now I like reading more than I did before.	1
	I like it.	1
Question 12.	If you feel you have gained from reading instruction, what do you feel you have gained?	
	A better understanding of what I am reading and I have learned much more from what I read.	1
	The ability to read faster.	
	Speed and understanding - better reading techniques.	
	Much more self-confidence. Am beginning to remember what I read.	1
	Found out I could read.	1
	I can read faster and get more out of it.	1
Question 13.	What suggestions would you like to make for improving the reading instruction program.	
	To have more things that would be more interesting to read. Something to fit the individual taste of the student.	1
	None	2
	I don't know	1

Off Campus High School Evaluation

Questionnaire Responses -- Former Students. One hundred and one questionnaires were mailed. However, seven were returned undelivered. Of the 94 former students who presumably received them, 28 responded, 16 males and 12 females, for a 30 percent return. Table XXII shows the percentages of responses in the various item categories.

The median age for the boys was 19 years 4 months and 18 years 10 months for girls. The total range in age was from 16 years, 2 months to 21 years 7 months (Q.1). The median length of time attended was six months for boys and five and one-half months for girls, with the total range being one month to two years, 8 months (Q.3). On the average it had been nine months since the students were last enrolled, with a range of from two to thirty months (Q.4). A small percentage, when enrolled, were also attending a regular Bellevue High School (Q.5 - 7%). A rather large percentage were also taking reading (Q.7 - boys 69%; girls 34%).

Of those reporting, a much larger percentage of the boys than of the girls reported that they are working full time (Q. 7 - 31% to 0%). A large percentage of the boys were either working full time or in school (Q. 7 - boys 69%; girls 34%).

Eighty-five percent of these former students indicated that they had changed some or a great deal as a result of their experiences at Off Campus High School. Almost half indicated that they had changed a great deal. Boys were more positive in respect to the number reporting change than girls (Q. 9 - boys 94%; girls 75%).

Those areas in which the most former students report change (50% or more) were in rank order: relationships with people in authority and/or adults (Q. 14 - 79%); personal responsibility (Q. 11 - 78%); confidence in respect to school achievement (Q. 12A - 61%). Change was reported by 25 percent or more in all remaining areas. The least change was reported in cooperation with other family members (Q. 12F - 25%).

Differences between boys and girls in reports of change occurred in respect to planning and organizing their own activities, confidence in social situations, decreased feelings of being overwhelmed or criticized, and cooperation with family members. Larger percentages of boys reported positive change than did girls in these areas. However, 50 percent of the girls indicated that they had grown "much more" in personal responsibility as compared to 31 percent of the boys.

Eighty-two percent of the former students indicated that they learned more at Off Campus High School than at their former regular high school. More boys so indicated than did girls (Q. 10 - boys - 94%;

Off Campus High School Evaluation
Questionnaire Responses -- Former Students (Cont.)

girls - 67%). Sixty-eight percent indicated they had taken better care of equipment at Off Campus High School with 29 percent abstaining. There, again, as with current students, more boys (81%) than girls so indicated. Comments suggest that girls had had less of this problem.

On the section of this questionnaire regarding how well practices or strategies worked out, most of the practices were endorsed by almost all the respondents as working moderately well or very well. Seventy-five percent or more indicated that the following practices worked "very well". Less competition between students (Q. 15N - 89%); individual counseling by teacher-counselor (Q. 15K - 82%); getting teachers' comments very soon on a written assignment (Q. 15F - 82%); informal school atmosphere (Q. 15L - 79%); and encouragement of student to make his own choices (Q. 15H - 79%).

Working with people in the community was the only item rated by less than two-thirds of this group as working (Q. 15D - 64%).

The large majority of the former students responding indicated a very positive over-all feeling toward Off Campus High School, with 82 percent indicating that they liked it very much and 11 percent indicating that they liked it somewhat. Only one student (4%) expressed dislike.

Responses to the open-ended question as to why they left Off Campus High School indicated that of the 28 responding, 16 left Off Campus High School because they graduated, three couldn't manage the transportation, two students moved, two because of parental request, one to join the Navy, one to go back to regular high school, one because he didn't think he was doing well, one because she felt the program was too loose to learn anything, and one for personal reasons.

Spontaneous comments were for the most part very positive (15 positive, 2 non-positive); e.g., "after attending another school which is called continuation I still feel that Off Campus has the best program I've ever been enrolled in, and also the best teachers." And, "For the little amount of work I did, I continue to be amazed by how often I refer back to what I learned and my experience at Off Campus"; and, "I feel that Off Campus should be the way high school should be run". There were two non-positive comments: "I think the only way to learn is to go to Bellevue High", and, "Two or three subjects at one time would still work fine. No one wants to waste time which could be used to finish quickly". One long comment was as follows:

> "I found many of these questions did not apply to my own particular experiences at Off Campus. My reason for dropping out of a regular high school was because I was

Off Campus High School Evaluation
Questionnaire Responses -- Former Students (Cont.)

> interested in academic as well as personal learning. While I suppose most any school could fulfill the first requirement, it seems that any learning is useless until it can be applied to daily living. Off Campus, because of the emphasis on the individual, afforded me this opportunity. So learning then, became a total trip--it was not separated into in-school learning and out of school learning. Whether I have more responsibility for chores now as a result of Off Campus seems pretty trivial to me. The benefit I got from going to Off Campus is simply that I received an education--one which helps me to deal with myself and with others.
>
> "From the questions in the questionnaire, I worry that Off Campus may become just another school--one that gets hung up on grading, teacher-student divisions, and preparing the way for college, while hiding behind the guise of dedication to the 'furthering of education'. My experience there was a good one because all of us were aware that we are all constantly learning and teaching together. That, in my opinion, is what a school should be. Hopefully it will remain that way."

Suggestions stressed were to have more such schools, to provide more classes, to enlarge the facilities for more students, to permit students to take more than one class, to have a work-study program, for the regular high schools to adopt some of the Off Campus High School principles, to keep Off Campus High School the same size because of the advantages of a small student body, to provide for some peer criticism and a little more competition, because "purely teacher oriented criticism can isolate a student from the feelings and directions of his peers".

In summary, former students who responded were very positive, sometimes eloquent. They felt Off Campus High School had influenced them a good deal, the boys slightly more than the girls. They felt improvement had been particularly in relationships with people in authority and other adults, personal responsibility, and confidence in respect to school achievement. They felt the practices had generally worked well with the possible exception of working with people in the community. They favored the reduced competition and close teacher-student relationship particularly. They tended to suggest things similar to those of current students: more staff and facilities or more such schools, adoption of some of the principles to other schools, a work-study course, and some transportation. Some indicated they would like to take more than one course at one time.

TABLE XXII

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

		Boys	Girls	Total
1.	Number of students formerly enrolled in Off Campus High School who responded to questionnaire.	16	12	28
2.	Age.			
	Median Age	19 Years- 4 Months	18 Years-10 Months	19 Years- 3 Months
	Age Range: Low	16 Years- 2 Months	17 Years- 3 Months	16 Years- 2 Months
	High	21 Years- 7 Months	20 Years- 1 Month	21 Years- 7 Months
3.	Total length of time you attended Off Campus High School.			
	Median Time	6 Months	5 1/2 Months	6 Months
	Time Range: Low	1 Month	1 1/2 Months	1 Month
	High	2 Years- 8 Months	1 Year - 3 Months	1 Year - 3 Months
4.	Number of months since you left.			
	Median Time	9 Months	9 Months	9 Months
	Time Range: Low	5 Months	2 Months	2 Months
	High	2 Years- 6 Months	2 Years- 0 Months	2 Years- 0 Months

TABLE XXII (2 of 8)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

	Boys N=16	Girls N=12	Total N=28
5. Were you attending a regular Bellevue High School at the same time you were in attendance at Off Campus High School?			
A. Yes	06%	08%	07%
B. No	94%	92%	93%
6. Were you enrolled in a reading program at Off Campus High School.			
A. Yes	25%	42%	32%
B. No	75%	58%	68%
7. *Please check your present activities:			
A. Enrolled in a regular Bellevue H.S.	13%	17%	14%
B. Working full time	31%	00%	18%
C. Working part time	06%	25%	14%
D. Enrolled in a community college, 4-year college or university.	25%	17%	21%
E. Other	44%	58%	50%
9. Do you feel you changed much in your thinking, feeling, and behavior as a result of your experiences at Off Campus High School?			
A. Changed a great deal	44%	50%	46%
B. Changed some	50%	25%	39%
C. Changed little or none	06%	17%	11%
D. Not marked	00%	08%	04%
10. I believe I learned more while enrolled in			
A. Regular H.S.	00%	08%	04%
B. Off Campus H.S.	94%	67%	82%
C. No difference	06%	17%	11%
D. Not marked	00%	08%	04%

* More than one category was checked by some respondents; thus the percentages add to more than 100.

TABLE XXII (3 of 8)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

	Boys N=16	Girls N=12	Total N=28
11. Do you feel you grew more or less in personal responsibility at Off Campus High School as compared to regular high school?			
A. Much more at regular high school	06%	00%	04%
B. More at regular high school	00%	00%	00%
C. About the same	13%	17%	14%
D. More at Off Campus High School	50%	25%	39%
E. Much more at Off Campus H.S.	31%	50%	39%
F. Not marked	00%	08%	04%
12. PLEASE CHECK THE FOLLOWING AS TO ANY OTHER CHANGES THAT YOU ATTRIBUTE AT LEAST IN PART TO YOUR EXPERIENCES AT OFF CAMPUS HIGH SCHOOL.			
A. Confidence in respect to school achievement			
1. Increased	63%	58%	61%
2. No change	38%	25%	32%
3. Decreased	00%	00%	00%
4. Not marked	00%	17%	07%
B. Confidence in social situations			
1. Increased	50%	25%	39%
2. No change	50%	67%	57%
3. Decreased	00%	00%	00%
4. Not marked	00%	08%	04%
C. Favorable attitude toward yourself			
1. Increased	56%	58%	57%
2. No change	44%	25%	36%
3. Decreased	00%	00%	00%
4. Not marked	00%	17%	07%
D. Concern for and care of yourself			
1. Increased	50%	42%	46%
2. No change	50%	42%	46%
3. Decreased	00%	00%	00%
4. Not marked	00%	17%	07%

TABLE XXII (4 of 8)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

	Boys N=16	Girls N=12	Total N=28
12. PLEASE CHECK THE FOLLOWING AS TO ANY OTHER CHANGES THAT YOU ATTRIBUTE AT LEAST IN PART TO YOUR EXPERIENCES AT OFF CAMPUS HIGH SCHOOL.			
E. Responsibility for chores, etc.			
1. Increased	38%	33%	36%
2. No change	63%	42%	54%
3. Decreased	00%	08%	04%
4. Not marked	00%	17%	07%
F. Cooperation with other family members			
1. Increased	31%	17%	25%
2. No change	69%	75%	71%
3. Decreased	00%	00%	00%
4. Not marked	00%	08%	04%
G. Planning and organization of your own activities			
1. Increased	63%	33%	50%
2. No change	38%	42%	39%
3. Decreased	00%	00%	00%
4. Not marked	00%	25%	11%
H. Feeling of being overwhelmed and criticized			
1. Incrased	13%	25%	18%
2. No change	50%	42%	46%
3. Decreased	38%	17%	29%
4. Not marked	00%	17%	07%
13. As an Off Campus High School student, did you take better or poorer care of equipment and facilities than at any regular high school attended?			
A. Poorer at Off Campus H.S.	00%	08%	04%
B. Better at Off Campus H.S.	81%	50%	68%
C. Not marked/ Other	19%	42%	29%

TABLE XXII (5 of 8)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

	Boys N=16	Girls N=12	Total N=28
14. Do you feel your experiences at Off Campus High School had a beneficial effect on your relationships with people in authority and/or adults?			
A. Yes	88%	67%	79%
B. No	13%	25%	18%
C. Not marked	00%	08%	04%
15. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN? PLEASE WRITE ANY COMMENTS YOU HAVE IN THE SPACE PROVIDED BELOW THE LIST.			
A. Assignment of each student to a teacher-counselor			
1. Works out poorly	00%	08%	04%
2. Works moderately well	38%	08%	25%
3. Works very well	56%	83%	68%
4. Not marked	06%	00%	04%
B. Teacher and student decide the assignment together			
1. Works out poorly	00%	08%	04%
2. Works moderately well	13%	08%	11%
3. Works very well	81%	83%	82%
4. Not marked	06%	00%	04%
C. A variety of ways of earning a credit in a particular subject			
1. Works out poorly	00%	00%	00%
2. Works moderately well	13%	17%	14%
3. Works very well	81%	83%	82%
4. Not marked	06%	00%	04%
D. Working with people in the community			
1. Works out poorly	06%	00%	04%
2. Works moderately well	25%	42%	32%
3. Works very well	31%	33%	32%
4. Not marked	38%	25%	32%

TABLE XXII (6 of 8)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

	Boys N=16	Girls N=12	Total N=28
15. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN? PLEASE WRITE ANY COMMENTS YOU HAVE IN THE SPACE PROVIDED BELOW THE LIST.			
E. Special help in student's weak areas			
1. Works out poorly	00%	00%	00%
2. Works moderately well	13%	17%	14%
3. Works very well	75%	67%	71%
4. Not marked	13%	17%	14%
F. Getting teachers comments very soon on a written assignment			
1. Works out poorly	00%	00%	00%
2. Works moderately well	13%	17%	14%
3. Works very well	88%	75%	82%
4. Not marked	00%	08%	04%
G. Encouragement of student to follow up his own ideas			
1. Works out poorly	00%	08%	04%
2. Works moderately well	38%	17%	29%
3. Works very well	63%	75%	68%
H. Encouragement of student to make his own choices			
1. Works out poorly	00%	08%	04%
2. Works moderately well	19%	17%	18%
3. Works very well	81%	75%	79%
I. Providing an education as good or better than that provided by the regular high schools			
1. Works out poorly	00%	08%	04%
2. Works moderately well	31%	08%	21%
3. Works very well	63%	83%	71%
4. Not marked	06%	00%	04%

TABLE XXII (7 of 8)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

	Boys N=16	Girls N=12	Total N=28
15. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN? PLEASE WRITE ANY COMMENTS YOU HAVE IN THE SPACE PROVIDED BELOW THE LIST.			
J. Evaluation or grading in relation to effort put in			
1. Works out poorly	00%	08%	04%
2. Works moderately well	44%	08%	29%
3. Works very well	44%	67%	54%
4. Not marked	13%	17%	14%
K. Individual counseling by teacher-counselor			
1. Works out poorly	00%	08%	04%
2. Works moderately well	13%	08%	11%
3. Works very well	81%	83%	82%
4. Not marked	06%	00%	04%
L. Informal school atmosphere			
1. Works out poorly	00%	00%	00%
2. Works moderately well	06%	17%	11%
3. Works very well	81%	75%	79%
4. Not marked	13%	08%	11%
M. Adult respect for student's values and ideas			
1. Works out poorly	00%	00%	00%
2. Works moderately well	44%	17%	32%
3. Works very well	50%	83%	64%
4. Not marked	06%	00%	04%
N. Less competition between students			
1. Works out poorly	00%	00%	00%
2. Works moderately well	19%	00%	11%
3. Works very well	81%	100%	89%
O. Use of S grades only			
1. Works out poorly	00%	00%	00%
2. Works moderately well	50%	25%	39%
3. Works very well	38%	58%	46%
4. Not marked	13%	17%	14%

TABLE XXII (8 of 8)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM FORMER STUDENTS

	Boys N=16	Girls N=12	Total N=28
15. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN? PLEASE WRITE ANY COMMENTS YOU HAVE IN THE SPACE PROVIDED BELOW THE LIST.			
P. Opportunity to progress at your own rate			
1. Works out poorly	06%	00%	04%
2. Works moderately well	19%	17%	18%
3. Works very well	69%	83%	75%
4. Not marked	06%	00%	04%
Q. Opportunity to work on one subject at a time			
1. Works out poorly	00%	00%	00%
2. Works moderately well	31%	17%	25%
3. Works very well	56%	75%	64%
4. Not marked	13%	08%	11%
R. Reduction in pressures to conform			
1. Works out poorly	00%	08%	04%
2. Works moderately well	38%	08%	25%
3. Works very well	50%	83%	64%
4. Not marked	13%	00%	07%
16. What is your over-all feeling about Off Campus High School?			
A. Very much dislike it	00%	08%	04%
B. Dislike it somewhat	00%	00%	00%
C. Like it somewhat	13%	08%	11%
D. Like it very much	81%	83%	82%
E. Not marked	06%	00%	04%

Off Campus High School Evaluation

Questionnaire Responses--Parents of Former Students. A total of 91 questionnaires were sent out to the parents of former students. Responses were received from the parents of 19 male students and of 14 female students for a total of 33 returns or 37 percent.

Table XVIII reports the percentages of responses in various categories by item.

The median age of these students was 19 years (Q.2). They had attended Off Campus High School an average of seven months with a range of one month to two years (Q.3). They had left Off Campus High School nine months before on the average (Q.4). Only a few of these students (9%) were attending a regular Bellevue School while at Off Campus High School (Q.5). Fifteen percent were also in the Reading Tutoring Program (Q.6).

The parents reported their students have left Off Campus High School for various reasons with 61 percent graduating and six percent entering community college (Q.7). They report that 48 percent are presently in some school or training program, including beauty school and government training (Q.8). Another 33 percent are working full or part time.

Sixty-nine percent responded that they felt their son or daughter had changed some or a great deal as a result of his Off Campus High School experiences with almost half (42%) reporting a great deal of change.

Areas in which the largest number of parents reported student improvement (50% or greater) were: attitude toward self (Q.15C - 70%); child's relationship with parents and other adults (Q.13 - 70%); confidence in respect to school achievement (Q.15A - 64%); planning and organization of own activities (Q.15G - 64%), responsibility as a family member (Q.11 - 55%); and decreased feelings of being overwhelmed and criticized (Q.15H - 52%). Thirty percent or more reported improvement in the other behaviors or attitudes listed, with responsibility for chores, etc., receiving the lowest percentage (Q.15E - 30% improvement). The majority (64%) felt their child had learned more at Off Campus High School than in regular school with 30 percent not marking or indicating they don't know. Forty-two percent indicated that they feel their child grew more in personal responsibility at Off Campus High School than at their former school, with six percent indicating the reverse (Q.10). The majority (Q.14 - 67%) indicated they felt their child "frequently" kept his or her appointments. They reported mixed feelings about more music such as band or chorus (Q.17), and tended not to favor intermural sports (Q.16). They tended to favor more art activities (Q.18). Some boy-girl differences were apparent in the number graduating, favoring girls (Q.6); the amount of change, favoring boys (Q.9); the Off Campus High School effect on personal responsibility, favoring

Off Campus High School Evaluation
Questionnaire Responses--Parents of Former Students (Cont.)

boys Q.10; the amount learned at Off Campus High School, favoring boys (Q.12; and concern for a care of self, favoring boys (Q.15D). Their over-all feeling was very positive with 91 percent of all those responding indicating they felt the program had been beneficial or very beneficial for their child.

Answers to the open-ended questions stressed the one-to-one teacher-student relationship and the ability, friendliness, and dedication of the teachers (firm, but understanding) and the administrator (obviously really cares about kids). Several responded that the program teaches students responsibility. Thirty-two positive answers were given, four negative ones (nothing - three; liked nothing but P.E. - one).

Dislikes included the poor facilities, inadequate number of teachers, lack of variety of subjects, lack of group activities, and transportation problems. Concern was expressed that it is not available to more youngsters and that regular schools don't similarly challenge a student.

There were individual complaints regarding no P.T.A., or regular communication with parents, some teachers not showing up for appointments, and not enough time taken with students. One complained that it is dirty and one about its "off-beat nature", but added that "that's what makes it successful".

Suggestions stressed enlargement, better accomodations. transportation, more vocational involvement, more counseling, more art and music, more staff, more parent and community communication and involvement, avoiding making it like the regular high school, eliminate the suspension-drop-out requirement for admission, better public relations and public recognition.

There also were individual suggestions for more tidyness and a better example in dress and appearance by the teachers as models for the students.

Off Campus High School Evaluation
Questionnaire Responses -- Parents of Former Students (Cont.)

In summary, the parents of former students who responded were very supportive of the program. The majority felt the program had influenced their child, with many reporting a great deal of improvement, particularly in attitude toward themselves, relationships with parents and other adults, confidence in respect to school achievement, and planning and organization of their own activities. They tended to feel their children learned more there than previously. They like the one-to-one student-teacher relationship and praised the staff. They suggest enlargement, better accommodations, transportation, more staff, more vocational involvement, more counseling, more art and music, more community communication and involvement, and the elimination of the suspension, drop-out requirement for admission.

TABLE XXIII

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF FORMER STUDENTS

		Parents of Boys	Parents of Girls	Total Parents
1.	Number of parents of students formerly enrolled in Off Campus High School who responded to questionnaire.	19	14	33
2.	Age of students			
	Median Age	19 Years- 2 Months	18 Years-10 Months	19 Years- 0 Months
	Age Range: Low	16 Years- 0 Months	17 Years- 0 Months	16 Years- 0 Months
	High	21 Years- 0 Months	20 Years- 0 Months	21 Years- 0 Months
3.	Total length of time student attended Off Campus High School.			
	Median Time	7 Months	8 Months	7 Months
	Time Range: Low	6 Months	1 Month	1 Month
	High	2 Years- 0 Months	2 Years- 0 Months	2 Years- 0 Months
4.	Number of months since student left Off Campus High School.			
	Median Time	8 1/2 Months	1 Year - 0 Months	9 Months
	Time Range: Low	1 Month	1 Month	1 Month
	High	2 Years- 0 Months	2 Years- 0 Months	2 Years- 0 Months

TABLE XXIII (2 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF FORMER STUDENTS

	Parents of Boys N=19	Parents of Girls N=14	Total Parents N=33
5. Was your son/daughter attending a regular Bellevue secondary school at the same time he/she was attending Off Campus High School?			
A. Yes	05%	14%	09%
B. No	95%	86%	91%
6. Was your child enrolled in a reading program only at Off Campus High School?			
A. Yes	16%	14%	15%
B. No	79%	86%	82%
C. Not marked	05%	00%	03%
7. Why did your child leave Off Campus High School?			
A. Graduated	53%	71%	61%
B. Enrolled in Community College	05%	07%	06%
C. No transportation	05%	00%	03%
D. Mental illness	05%	00%	03%
E. Didn't want to go to school	16%	00%	09%
F. Returned to regular H.S.	05%	00%	03%
G. In jail	05%	00%	03%
H. Not enough activity	00%	07%	03%
I. Moved to Spokane	00%	07%	03%
J. No reason listed	05%	07%	06%
8. Please check your child's present activities:			
A. Enrolled in a regular Bellevue H.S.	05%	00%	03%
B. Working full time.	16%	14%	15%
C. Working part time	16%	21%	18%
D. Enrolled in a community college	37%	21%	30%
E. Enrolled in a four year college	00%	07%	03%
F. Other	26%	36%	30%

Boys
Service(2)
Jail(1)
Illness(1)
Not indicated(1)

Girls
Beauty school(2)
Government training(1)
Full time H.S. out of Bellevue(1)
Housewife(1)

TABLE XXIII (3 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF FORMER STUDENTS

	Parents of Boys N=19	Parents of Girls N=14	Total Parents N=33
9. Do you feel your son/daughter changed much in his thinking, feeling, and behavior as a result of his/her experiences at Off Campus High School?			
A. Changed a great deal	42%	14%	42%
B. Changed some	26%	43%	27%
C. Changed little or none	32%	29%	24%
D. Not marked/ Don't know	00%	14%	06%
10. Do you feel your son/daughter appeared to grow more or less in personal responsibility at Off Campus High School as compared to regular high school?			
A. Much more at regular high school	00%	14%	06%
B. More at regular High School	00%	00%	00%
C. About the same	26%	07%	18%
D. More at Off Campus High School	47%	36%	42%
E. Much more at Off Campus H.S.	26%	36%	30%
F. Not marked/ Don't know	00%	07%	03%
11. Do you feel your son/daughter became more or less responsible as a family member when he/she enrolled in Off Campus High School?			
A. Yes	58%	50%	55%
B. No	32%	29%	30%
C. Not marked/ Other	11%	21%	15%
12. My son/daughter appeared to learn more while enrolled in			
A. Regular H.S.	05%	07%	06%
B. Off Campus H.S.	74%	50%	64%
C. Not marked/ Don't know	21%	43%	30%
13. Do you feel your son/daughter's experiences at Off Campus High School had a beneficial effect on your son/daughter's relationship with you and with other adults?			
A. Yes	74%	64%	70%
B. No	21%	14%	18%
C. Not marked/ Don't know	05%	21%	12%

TABLE XXIII (4 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF FORMER STUDENTS

	Parents of Boys N=19	Parents of Girls N=14	Total Parents N=33
14. How responsible was your son/daughter in keeping appointments at Off Campus High School?			
A. Seldom	11%	07%	09%
B. Occasionally	11%	00%	06%
C. Frequently	58%	79%	67%
D. Regularly	11%	07%	09%
E. Not marked/ Don't know	11%	07%	09%
15. PLEASE CHECK THE FOLLOWING AS TO POSSIBLE CHANGES IN YOUR SON OR DAUGHTER WHEN HE/SHE BECAME A STUDENT AT OFF CAMPUS HIGH SCHOOL.			
A. Confidence in respect to school achievement.			
1. Increased	68%	57%	64%
2. No change	26%	14%	21%
3. Decreased	00%	00%	00%
4. Not marked/ Don't know	05%	29%	15%
B. Confidence in social situations			
1. Increased	37%	57%	45%
2. No change	58%	21%	42%
3. Decreased	00%	00%	00%
4. Not marked/ Don't know	05%	21%	12%
C. Favorable attitude toward himself			
1. Increased	68%	71%	70%
2. No change	21%	07%	15%
3. Decreased	00%	00%	00%
4. Not marked/ Don't know	11%	21%	15%
D. Concern for and care of himself			
1. Increased	53%	36%	45%
2. No change	42%	36%	39%
3. Decreased	00%	00%	00%
4. Not marked/ Don't know	05%	29%	15%
E. Responsibility for chores, etc.			
1. Increased	32%	29%	30%
2. No change	58%	43%	52%
3. Decreased	00%	00%	00%
4. Not marked/ Don't know	11%	29%	18%

TABLE XXIII (5 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF FORMER STUDENTS

	Parents of Boys N=19	Parents of Girls N=14	Total Parents N=33
15. PLEASE CHECK THE FOLLOWING AS TO POSSIBLE CHANGES IN YOUR SON OR DAUGHTER WHEN HE/SHE BECAME A STUDENT AT OFF CAMPUS HIGH SCHOOL.			
F. Cooperation with other family members			
1. Increased	26%	43%	33%
2. No change	63%	29%	48%
3. Decreased	00%	00%	00%
4. Not marked/ Don't know	11%	29%	18%
G. Planning and organization of his own activities			
1. Increased	68%	57%	64%
2. No change	21%	21%	21%
3. Decreased	05%	00%	03%
4. Not marked/ Don't know	05%	21%	12%
H. Feeling of being overwhelmed and criticized			
1. Increased	05%	07%	06%
2. No change	37%	14%	27%
3. Decreased	47%	57%	52%
4. Not marked/ Don't know	11%	21%	15%
16. Do you feel that the absence of intermural sports at Off Campus High School was a disadvantage or an advantage?			
A. Advantage	16%	21%	18%
B. Neither advantage nor disadvantage	74%	79%	76%
C. Disadvantage	11%	00%	06%
17. Do you feel that the lack of music activities such as band and chorus at Off Campus High School was an advantage or disadvantage?			
A. Advantage	05%	21%	12%
B. Neither advantage nor disadvantage	74%	79%	76%
C. Disadvantage	21%	00%	12%

TABLE XXIII (6 of 6)

OFF CAMPUS EVALUATION
QUESTIONNAIRE RESPONSES FROM PARENTS OF FORMER STUDENTS

	Parents of Boys N=19	Parents of Girls N=14	Total Parents N=33
18. Do you feel that the lack of art activities at Off Campus High School was an advantage or disadvantage?			
A. Advantage	00%	07%	03%
B. Neither advantage nor disadvantage	68%	57%	64%
C. Disadvantage	32%	36%	33%
19. What is your over-all feeling about the effects of Off Campus High School on your son/daughter?			
A. Not beneficial	05%	07%	06%
B. Beneficial	32%	14%	24%
C. Very beneficial	63%	71%	67%
D. Not marked	00%	07%	03%

Questionnaire Responses -- Applicants on the Waiting List. Brief questionnaires were sent out to the 106 students on the waiting list: fifteen were returned undelivered. Nineteen were completed and returned for a 21% return of those delivered. The percentages of responses in various item categories are shown in Table XXIV.

The average time since application for admission for these nineteen students has been six months with a range of from two months to two years (Q. 1). Most were in no school (Q. 2, Q. 4 - 89%). Sixteen percent indicated they are employed (Q. 5). Their report as to where they learned of Off Campus High School included friends, some at Off Campus High School, acquaintances and school personnel. Their reasons for withdrawing, as indicated in the answers to question 3, an open ended question, included feelings of failure, confinement, boredom, and lack of progress in learning. Many stated because they were suspended. They expressed disatisfaction with their former teachers, former administration and the "system".

Their reasons for wanting to go to Off Campus High School or what appeals to them about it, stressed the individual attention and help, the individual pace, that it offers the possibility that they can get through school, that it would be less boring, that they've heard good things about it, that it seems geared to more mature persons, that they know and like members of the staff, and the comparative freedom from pressure and confinement. Two expressed later disillusionment with the idea, one because he now feels there is too much emphasis on written work at Off Campus High School and one because he has had no contact from Off Campus High School in two years and now feels Off Campus High School is inefficient and gives the student too much freedom.

In summary, those on the waiting list see it as an opportunity, many the only opportunity, to graduate and as an improvement over their former school in various ways. Some are concerned about the long waiting time and the lack of contact in the interim.

TABLE XXIV

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM APPLICANTS ON THE WAITING LIST

1. When did you first apply for admission to Off Campus High School?

Median Time: 6 Months

Time Range: - Low 2 Months

- High 2 Years

		Yes	No
2.	Are you presently enrolled in another Bellevue High School?	11%	89%
4.*	If not regularly enrolled in a high school presently, are you attending any classes, high school, college, or other?	11%	89%
5.	Are you presently employed?	16%	84%

If yes, number of hours per week:

1 person stated 40 hours
1 person stated 15 hours
1 person stated it varies
16 persons - no comment

6. Who referred you to Off Campus High School?

5 - Friend
4 - Named a person
4 - My friends at Off Campus
4 - Counselor
2 - Vice Principal
1 - I Eavesrop
1 - Brother
1 - Another Student
1 - Teacher

* Question 3 was an open ended question which is reported in the text.

Off Campus High School Evaluation

Questionnaire Responses -- Off Campus High School Staff Members. Questionnaires were given to the four teacher-counselors, the two part-time reading tutors who had been there for awhile, and the head teacher-counselor, and were all completed and returned for a 100 percent return. Table XXV presents the percentages of responses in each item category. These are all men.

The average length of time these members of the staff had been at Off Campus High School was two years with the longest service there being two years and four months and the shortest time one year (Q. 1). The average amount of prior public school teaching experience was ten years with a range from two and one half years to 22 years (Q. 2).

One-hundred percent of the teachers indicated they feel their students have changed some or a great deal as a result of their Off Campus High School experience with four of the seven or 64 percent indicating they feel they have changed a great deal (Q. 3).

The staff were unanimous in reporting student improvement in the following areas: confidence in ability to learn (Q. 7A) favorable attitude toward themselves (Q. 7C), concern for and care of self (Q. 7D) and their relationships with people in authority and/or adults (Q. 8).

Eighty-six percent or all but one reported student improvement in confidence in social situations (Q. 7B) and in planning and organization of their own activities (Q. 7E).

They all reported feeling that their students are making more progress academically (Q. 4) and in personal growth (Q. 5) than they had formerly and six of the seven reported that they feel the education provided is superior to that provided at the regular high schools, and that students take better care of facilities and equipment than formerly (Q. 10).

Strategies or practices which they all reported as working "very well" included the assignment of each student to a teacher-counselor (Q. 9A) providing special help in a student's weak areas (Q. 9E) evaluation or grading in relation to a student's ability (Q. 9I), reduction of competition between students (Q. 9M) and the use of S grades only (Q. 9N).

They all reported feeling that all of the Off Campus High School strategies listed are working at least moderately well but were least positive about how well the following are working; working with people in the community (Q. 9D), and encouraging students to make their own choices (Q. 9H).

They estimated on the average that students have missed five to ten percent of their appointments. Most see the relative lack of music and art as a disadvantage (Q. 13, Q. 14). Two (29%) see the absence of intermural sports as an advantage (Q. 12).

Off Campus High School Evaluation
Questionnaire Responses -- Off Campus High School Staff Members (Cont.)

Most report the supply and availability of materials and equipment as fairly adequate (Q. 15).

They all indicate on the question regarding their over-all attitude toward the program that they like it "very much".

In spontaneous comments and answers to open ended questions (Table XXVI) two staff members explain their feeling that the Off Campus High School provides a superior education for these students by saying that there is more opportunity to build students' self-confidence at Off Campus High School.

They comment in regard to program practices that cooperation from the community has not always been forthcoming in the setting up of community related projects (Q. 6).

They indicate that getting a student started in taking the initiative for his own learning can be difficult and slow getting started because it is often a new experience for the student. The feeling is expressed that Off Campus isn't for everyone because some students need more pressure (Q. 9).

The feeling is also expressed that teachers could make use of more "understanding of the counselor's role" (Q. 9).

In respect to comparative care of equipment and facilities, the comment is made that Off Campus High School has no custodial help so no comparison with regular schools can be made. It is suggested that students be paid to do this cleaning (Q. 10).

In respect to intermural sports, the comment is made that many of the students would participate in sports (organized and non-organized) if "they were assured they would not be used" (Q. 12).

Comments regarding facility disadvantages (Q. 16) stress space and transportation. The need for a school owned van is indicated.

In respect to advantages of the facility, comments stress the relaxed, informal, warm atmosphere. Others include the freedom to modify the building, and the natural area for gardening (Q. 17).

Answers as to additional facilities needed stressed space, small rooms for individual study and a quiet or isolated work area, a larger area for library, a student lounge and areas for art, music, gardening and physical activities (Q. 18).

As to what they like about the program, the staff stresses the opportunity to give attention and instruction and to relate personally to students individually, and the confidence shown in them and the lack of interference by the head teacher. They like the friendly positive,

Off Campus High School Evaluation
Questionnaire Responses -- Off Campus High School Staff Members (Cont.)

open atmosphere and the mutual respect among staff and students. They like the flexibility and the freedom to arrange their own schedules and from having to compare students (Q. 20).

Their concerns are their inability to inspire every student, the stigma under which the students come in, some feeling of being dissociated from the school system, and the untidiness (Q. 21).

Their suggestions stress additional and/or better organized space to provide for quiet study areas and more courses and activities "to make it a real alternative rather than a last chance for drop-outs". They urge some transportation. One suggestion is made to enlarge and another to provide another plant so more students can be accommodated. They suggest a community oriented counselor, more secretarial help, custodial services, and improved understanding between Off Campus High School and the regular schools (Q. 22).

In summary the staff indicates that they are unanimously in support of and dedicated to the program and its objectives. They feel that through working with students individually in an informal non-competitive atmosphere they are able to facilitate improvement in students in their confidence, self esteem, relationships with adults, self-organization, and academic progress.

They comment on the difficulties in motivating every student to take initiative and question whether Off Campus High School is for all students but wish it developed in such a way that it would be an alternative for more students, one they could enter without stigma, which offered a more extensively developed program. They ask for more space, transportation and a solution to the custodial problem.

TABLE XXV

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

1. Length of time at Off Campus High School.

Median Time		2 years
Time Range:	Low	1 year
	High	2 years-4 months

2. Number of years of experience in public school teaching prior to joining the Off Campus High School staff.

Median Time		10 years
Time Range:	Low	2 1/2 years
	High	22 years

3. Do you feel your students have changed much in thinking, feeling, and behavior as a result of their experiences at Off Campus High School?

A. Changed a great deal	64%
B. Changed some	36%
C. Changed little or none	00%

4. How much academic progress to you feel your students are making?

A. Made much more at the regular high school	00%
B. Made more at the regular high school	00%
C. About the same	00%
D. Makes more at Off Campus High School	79%
E. Makes much more at Off Campus High School	21%

5. How much progress in personal growth do you feel your students are making?

A. Much more at the regular high school	00%
B. More at the regular high school	00%
C. About the same	00%
D. More at Off Campus High School	29%
E. Much more at Off Campus High School	71%

TABLE XXV (2 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

6. How does the "education" provided students at the Off Campus School compare with that provided by the regular high schools?	
A. Off Campus education superior	86%
B. No difference	00%
C. Regular high school program superior	00%
D. Don't know	14%
7. PLEASE CHECK THE FOLLOWING AS TO ANY CHANGES OBSERVED IN THE MAJORITY OF YOUR STUDENTS.	
A. Confidence in ability to learn	
1. Increased	100%
2. No change	00%
3. Decrease	00%
B. Confidence in social situations	
1. Increased	86%
2. No change	00%
3. Decrease	00%
4. Don't know	14%
C. Favorable attitude toward themselves	
1. Increased	100%
2. No change	00%
3. Decrease	00%
D. Concern for and care of himself	
1. Increased	100%
2. No change	00%
3. Decrease	00%
E. Planning and organization of his own activities	
1. Increased	86%
2. No change	14%
3. Decrease	00%
8. Have you observed any positive changes in many of your students in their relationships with people in authority and/or adults?	
A. Yes	100%
B. No	00%

TABLE XXV (3 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

9. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN?

A. Assignment of each student to a teacher-counselor.	
1. Works out poorly	00%
2. Works moderately well	00%
3. Works very well	100%
B. Teacher and student decide the assignment together.	
1. Works out poorly	00%
2. Works moderately well	29%
3. Works very well	71%
C. A variety of ways of earning a credit in a particular subject.	
1. Works out poorly	00%
2. Works moderately well	29%
3. Works very well	71%
D. Working with people in the community.	
1. Works out poorly	14%
2. Works moderately well	71%
3. Works very well	00%
4. Don't know	14%
E. Special help in student's weak areas.	
1. Works out poorly	00%
2. Works moderately well	00%
3. Works very well	100%
F. Getting teacher's comments very soon on a written assignment.	
1. Works out poorly	00%
2. Works moderately well	14%
3. Works very well	86%
G. Encouragement of student to follow-up his own ideas.	
1. Works out poorly	00%
2. Works moderately well	29%
3. Works very well	71%
H. Encouragement of student to make his own choices.	
1. Works out poorly	00%
2. Works moderately well	43%
3. Works very well	57%

TABLE XXV (4 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

9. THE FOLLOWING ARE SOME PRACTICES THAT ARE PART OF THE PROGRAM AT OFF CAMPUS HIGH SCHOOL. WOULD YOU INDICATE BELOW WHAT YOUR OPINION IS OF EACH OF THESE PRACTICES BY MARKING AN X IN THE APPROPRIATE COLUMN? (Cont.)

I. Evaluation or grading in relation to student's ability.	
1. Works out poorly	00%
2. Works moderately well	00%
3. Works very well	100%
J. Individual counseling by teacher-counselor.	
1. Works out poorly	00%
2. Works moderately well	29%
3. Works very well	71%
K. Informal school atmosphere.	
1. Works out poorly	00%
2. Works moderately well	14%
3. Works very well	86%
L. Adult respect for student's values and ideas.	
1. Works out poorly	00%
2. Works moderately well	29%
3. Works very well	71%
M. Less competition between students.	
1. Works out poorly	00%
2. Works moderately well	00%
3. Works very well	100%
N. Use of S grades only.	
1. Works out poorly	00%
2. Works moderately well	00%
3. Works very well	100%
O. Student's opportunity to progress at own rate.	
1. Works out poorly	00%
2. Works moderately well	43%
3. Works very well	57%
P. Opportunity to work on one subject at a time.	
1. Works out poorly	00%
2. Works moderately well	29%
3. Works very well	71%
Q. Reduction in pressures to conform.	
1. Works out poorly	00%
2. Works moderately well	29%
3. Works very well	71%

TABLE XXV (5 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

10.	Do you find facilities and equipment to be taken care of better or worse by students at Off Campus High School than by students at the high school where you most recently taught previously?	
	A. Worse at Off Campus High School	00%
	B. Better at Off Campus High School	86%
	C. No comparison can be made	14%
11.	From your records, what percentage of appointments have been missed by your students this year without prior notice to you?	
	A. 20 - 30%	00%
	B. 10 - 20%	29%
	C. 5 - 10%	43%
	D. Less than 5%	29%
12.	Do you feel that the absence of intermural sports at Off Campus High School is a disadvantage or an advantage?	
	A. Disadvantage	00%
	B. Neither advantage or disadvantage	57%
	C. Advantage	29%
	D. Don't know	14%
13.	Do you feel that the lack of music activities at Off Campus High School is an advantage or disadvantage?	
	A. Disadvantage	86%
	B. Neither advantage or disadvantage	00%
	C. Advantage	00%
	D. Don't know	14%
14.	Do you feel that the relative lack of art activities at Off Campus High School is an advantage or disadvantage?	
	A. Disadvantage	86%
	B. Neither advantage or disadvantage	00%
	C. Advantage	00%
	D. Don't know	14%
15.	How adequate has the supply and availability of materials and equipment been?	
	A. Very inadequate	14%
	B. Inadequate	00%
	C. Fairly adequate	57%
	D. Very adequate	29%

TABLE XXV (6 of 6)

OFF CAMPUS HIGH SCHOOL EVALUATION
QUESTIONNAIRE RESPONSES FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

19. What is your over-all feeling about the Off Campus total operation?

A.	Very much dislike it	00%
B.	Dislike it somewhat	00%
C.	Like it somewhat	00%
D.	Like it very much	100%

TABLE XXVI

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

Question 6:	Education provided at Off Campus High School compared with that provided by the regular high school:	
	Opportunity to build self-image and confidence much greater.	1
	Academics probably not significantly different, but student "succeeds" because of opportunity to develop confidence.	1
Question 9:	How program practices are working.	
	d) Working with people in the community:	
	The fault here is often the people in the community.	1
	g & h) Encouragement of student to follow-up his own ideas and make his own choices:	
	These are difficult for students to handle as they are new experiences for students.	1
	o) Student's opportunity to progress at own rate:	
	Works well but often slow in starting.	1
	j) Individual counseling by teacher-counselor:	
	Counseling would be more effective if teachers had better understanding of the counselor role. However, the counseling is quite good.	1
	Very difficult to generalize--for some students these techniques work out very well.	1
	Off Campus isn't an answer for every child. Some need pressures placed on them and guidance in making choices.	1
Question 10:	Comparison with regular high school as to care of facilities and equipment:	
	There is no custodial help at Off Campus High School so a true comparison cannot be made. Total care is up to the students and teachers. If we could pay a student, he would do an excellent job.	1

TABLE XXVI (2 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

Question 12: Absence of intermural sports a disadvantage or an advantage?

Sports both organized and unorganized could be a useful part of the Off Campus High School program. Most Off Campus students see intermural sports as part of the game that schools have young people play and want nothing to do with it. Many of the students here would participate in sports activities if they were assured that they were not to be used.	1

Question 16: Disadvantages in present facilities:	Frequency
Lack of space for:	
Quiet study for students	3
To work with students	2
Reading rooms	2
Large general purpose room	1
Music	1
Sports	1
Art	1
Listening	1
In general	1
Lack of school owned van	2
Quieter rooms	1

Question 17: Advantages of present facility:	
Relaxed, informal, warm atmosphere	7
Freedom to modify building	1
Absence of fear of authority	1
No "off limits" rules or areas	1
Natural area outside for gardening	1
In a very subtle way the facilities can and do function as a sort of substitute home for a number of students. They seem to enjoy being at school.	1

TABLE XXVI (3 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

Question 18: Added facilities you feel would be particularly desirable. (Ranked from highest to lowest on basis of weighting ranks given).

Small room for individual student study
Quiet or isolated work area
Art area
Larger area for library
Student lounge
Space for gardening
Music area
Janitorial service
General purpose room
Reading and listening areas
Playing fields
Larger room for physical activity such as ping pong

Question 20: What do you particularly like about Off Campus High School?

	Frequency
Opportunity to give attention and instruction to students individually.	3
Confidence shown by head teacher and lack of interference--"treated like a person and a professional".	3
More personal relations with students.	2
Friendly positive atmosphere--mutual respect.	2
The flexibility.	1
Freedom to arrange my own schedule.	1
Freedom from having to compare students when you are supposed to be accepting and treating student as an individual.	1
No behavioral problems attributed to staff concern for students, and the free and open atmosphere.	1

Question 21: What do you particularly dislike about Off Campus High School?

Inability to help more applicants because of the staff. So many young people are trying to get in and we have neither the space nor the money to take them.	2
The facility is becoming too small.	1

TABLE XXVI (4 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

Question 21. What do you particularly dislike about Off Campus High School? (Cont.)

	Frequency
Nothing except our inability to turn every one of our students on to the real joy of learning and making significant decisions for themselves.	1
When students drop out of regular high school they are looked upon by the school system and society in general as being ill or antisocial.	1
The feeling of being dissociated from the school system, from other teachers who might benefit from our experience here.	1
Untidiness and lack of concern for upkeep of the facility.	1

Question 22. What suggestions would you like to make regarding improvements at Off Campus High School?

Additional space and/or better organized space, playing field, general purpose room, study areas, expansion of facilities to make it a real alternative rather than a last chance for drop-outs.	7
Some transportation for students.	2
I would like to be able to try running a bus through the District at about 9:00 a.m. each day so that those students having transportation difficulties might have an opportunity to get to the school. I would let them find transportation home. This item and a (field service) counselor would be helpful in increasing the number of appointments by students and would ultimately speed up their graduation. It would probably decrease the number of students dropping from Off Campus High School because of the hassle they have to go through to get to school. (Head Teacher).	1
Addition of art and music programs.	1
Enlarged so more students can be handled.	1
Another Off Campus High School in another plant.	1

TABLE XXVI (5 of 5)

OFF CAMPUS HIGH SCHOOL EVALUATION
COMMENTS FROM OFF CAMPUS HIGH SCHOOL STAFF MEMBERS

Question 22. What suggestions would you like to make regarding improvements at Off Campus High School? (Cont.)

	Frequency
More secretarial help.	1
Custodial services.	1
A counselor to work in the community with students, potential students, and their parents.	1
Improved understanding between Off Campus High School and regular schools.	1

Off Campus High School Evaluation

Case History Abstracts. A sample of ten current Off Campus High School students was selected by the Research Office staff. These were randomly selected except that they were chosen so that the teacher-counselors would be evenly represented, the sexes represented in proportion to their actual proportion in Off Campus High School student population (six boys, four girls), and various grade levels would be represented as well as the students' former secondary schools.

Miss Vicki Foreman, an advanced graduate student in Educational Psychology at the University of Washington, was employed to develop a case history for each student in order to get a picture of what has happened and is happening to these students and what their behavior and attitudes have been and are currently.

Although names and much other identification information have been removed from these abstracts, because of the remaining possibility that these students could be identified, these abstracts have been placed in a separate, limited distribution supplement.

Miss Foreman utilized the following sources of data:

1. Cumulative Record: Past grades, standarized test scores, number of credits when leaving regular high school, age, sex; and whatever else was pertinent.

2. Guidance case study file: Resume of any problems. Reason left regular high school.

3. Interview with regular high school counselor if available: Their observations as to student's adjustment (personal, social, and academic) at regular high school.

4. Interview with students: Their feelings and attitudes.

5. Interview with teacher-counselor at Off Campus High School: Student's attitude when entering and currently, student's progress, and whatever else was pertinent.

6. Interview with parents: Their feelings and attitudes regarding Off Campus High School, their observations regarding student's progress.

A somewhat structured data collection, interview form was used.

Off Campus High School Evaluation

Case History Abstracts (Cont.)

These case histories describe considerable positive change in attitude by the ten current Off Campus High School randomly selected students. They generally reflect very positive, appreciative attitudes by the parents toward the program. The ten individuals described, though unique, tended to come into the program with quite negative feelings toward formal education, and some with a good many personal problems. With some, attitudes have changed slowly, but all of the ten appear to have more positive attitudes in many respects, including in respect to school.

Off Campus High School Evaluation

Costs. Table XXVII shows the Off Campus High School budget for 1971-1972. Included are all costs except any District administrative costs and the cost of this evaluation[1]. This budget does include $1,800 paid to the Office of the District Grants Manager. The total 1971-1972 budget of $96,859 includes $4,772 of carry-over funds from 1970-1971. The $96,859 has come from ESEA, Title I funds.

The Off Campus High School program runs 210 days, the regular school program for 180 days. The cost per pupil for 1970-1971, at the high school level for the District, was computed by the Business Office as $983.44[2] for the 180 days, for a daily cost per pupil of $5.47. That office indicated that the per pupil cost will be somewhat higher for 1971-1972. The cost per pupil at Off Campus High School was $1,053.00[3] for 210 days for a daily cost per pupil of $5.01. The Off Campus High School per pupil costs were computed by dividing the total budgeted amount of $96,859 by the number of full time student equivalents of 92, the enrollment on 1 October 1971.

However, the tabulation of credits earned at Off Campus High School shown in Table IX suggests that students move somewhat less rapidly. Students enrolled for a similar average amount of time in the regular secondary programs probably receive more credits on the average. Number of credits received per dollar spent would probably favor the average secondary school student.

In summary, the program during the 1971-1972 school year apparently was no more costly, and probably less costly, than for other high school students in terms of per pupil daily cost.

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1. Evaluation costs--beyond those relating to District expenditures for portions of Research Office and administrative salaries, other overhead costs, some released time and publication of this report--were $500.00 paid to the University of Washington Bureau of School Services and Research, and $500.00 paid to Miss Vicki Foreman, who developed the case history abstracts. This $1,000.00 was paid from other ESEA, Title I funds.

2. This does not include vocational education money which would bring this amount to $1,080.93 or a daily cost per pupil of $6.01. This figure does include indirect costs such as administrative, custodial, maintenance and transportation, etc.

3. This does not include District administrative costs.

TABLE XXVII

OFF CAMPUS HIGH SCHOOL EVALUATION
OFF CAMPUS HIGH SCHOOL BUDGET FOR 1971-1972

Salaries	No. of Employees Regular Total	FTE	Summer Total	FTE	Salary or Expense New	/Carry-ove	Employee Benefits
Director-Management (Instructional)	1	.13	1	.1	1,700		100
Clerical (Instructional)	1	.75	1	.75	4,600		499
Certificated							
Regular teacher	1	1.0	1	1.0	11,174	1,000	588
Regular teacher	1	1.0	1	1.0	9,257	772	588
Regular teacher	1	1.0	1	1.0	13,811	1,000	588
Regular teacher	1	1.0	1	1.0	15,72)	1,000	588
Other							
Reading teacher	1	.5	1	1.0	6,800		477
Head teacher and Manager	1	1.0	1	1.0	16,133	1,000	588
Audiovisual Supplies and Materials					100*		
Instructional Materials and Supplies					2,552		
Supplemental Texts and Workbooks					300		
Library Books and Enrichment Material					675		
Medical Supplies					50		
Consultant					600*		
Director Travel					200		
Staff Inservice Workshops					300		
Telephone					700		
Postage					97		
Other							
Building and space rental					2,520		
Utilities and fuel					475		
Equipment (Capital Outlay)							
Light fixtures					150		
Science equipment					187		
Sub-Total Costs					$88,101*	$4,772	$3,986

TOTAL COST $96,859

*These sums were secured late in the year and were used together with $350 of donated money to begin an art program.

Off Campus High School Evaluation

Summary and Conclusions. The Research Office of the Planning Department was requested to plan and conduct an evaluation of the Off Campus High School Program by the Assistant Superintendent for Planning.

The general purpose of the evaluation as interpreted by the Research Office has been to develop and provide to the Board of Directors, to all levels of administration and to the Off Campus High School staff, comprehensive information relating to the questions discussed below.

In order to develop these kinds of information, 1) descriptive data regarding the students and applicants were collected from cumulative records and by means of survey forms sent to the student's counselor or former counselor; 2) questionnaires were sent to current students, parents of current students, students in the reading program, former students, parents of former students, students on the waiting list and Off Campus staff members; 3) a committee, chaired by Dr. Howard Johnson, Associate Director of the Bureau of School Service and Research at the University of Washington studied the curriculum offerings and student requirements; 4) data in respect to credits required for graduation, credits earned, and the distribution of students graduating and dropping out were collected; 5) the achievement progress of reading students was determined 6) case history abstracts of ten randomly selected current students were developed and 7) costs of the program per student per day were determined.

These data will be summarized by relating them to the following questions:

Question 1. What are some of the characteristics of the Off Campus High School students and applicants and in what ways do the students being served meet the target group criteria?

The program was planned to serve eighty students who have dropped out or have been suspended from the regular high school program, of near average potential, with attendance, language disability, discipline, or other problems or who were close to graduation. In addition, the reading tutoring program was planned to have an additional 15 students.

There were, as of 1 March 1972, 97 students enrolled. There were 15 students enrolled in the language disability or reading program who were not otherwise enrolled in Off Campus High School. In addition, 16 of the Off Campus High School students also were enrolled in the reading program. Ninety-four of these Off Campus High School Students had been suspended or had dropped out of the regular secondary program.

Off Campus High School Evaluation
Summary and Conclusions (Cont.)

Cumulative record and former counselor information indicates that this group had a notably wide range of abilities, academic skills and grade records. On the average they tended to be somewhat older than their peers in the regular program. They were fairly equally distributed among the upper three high school grades with a few ninth grade students. There were almost as many girls as boys, and they came in rather equal numbers from the four regular high schools. On the average they came with grades considerably below average (GPA = 1.7) and with a history of chronic truancy and difficulty with rules and authority. However, some had no record of difficulty but needed only a few credits to graduate. They tended on the average to be about as able as the typical Bellevue high school student, and they tended to be below the District average in reading and math computation skills.

There were, as of 1 March, 106 on the waiting list, 98 of whom were not enrolled otherwise in the Bellevue Public Schools. There were an additional 47 other Bellevue applicants, most of whom were enrolled in school. The most frequently classified problems for these 153 also were truancy and difficulty with rules and authority. A few of the 153 are also described as needing only a few credits to graduate.

Question 2. What are the objectives of the program and to what degree or in what respects is the program accomplishing these objectives?

Objective One: Increased academic and personal performance enough for the student to complete high school graduation, re-enroll in the regular high school program, or find employment. In addition it is hoped that attendance in the Off Campus program will produce increased interest in learning, increased responsibility for attendance, increased ability to cope with diversity, increased ability to be self-directed and reduced competitive pressure, reduced frustration, and reduced pressure to conform. In considering this objective it is important also to consider that Off Campus High School designs an individual program for and with the student. This program, within limits, provides a flexibility in the number of credits required for each student to graduate. A student's program considers his age, his reasons for leaving his former school, his abilities and interests, his vocational plans and his past academic record.

For current students, approximately forty-one percent of the graduation contracts meet or are close to meeting Bellevue requirements. Approximately fifty-nine percent are below Bellevue requirements but are at or above the state requirement.

Of 146 former students, 49 graduated prior to 1 March 1972. Of the other 97, 52 are known to be in school elsewhere, married (girls), in the Armed Services, or working. It is anticipated that 22 of the 31 current students classified as seniors will graduate by 26 July 1972.

Student, former student, and parent questionnaire responses, together with case histories of ten randomly selected students and the teacher-

Off Campus High School Evaluation
Summary and Conclusions (Cont.)

counselor report of appointments missed, very strongly confirm that these kinds of changes in attitudes and behaviors have occurred. The majority of current students and former students reported improvement, which they attributed to Off Campus High School experiences, in personal responsibility, relationships with people in authority and other adults, and in planning and organizing their own activities. The large majority reported that they have accomplished more academically and are or were less likely to skip at Off Campus High School. Parents of current students and of former students were similarly very positive in respect to student changes in these directions.

Percentage of appointments missed for any reason by current students was reported, from various Off Campus staff members, to be from thirteen to fifteen percent. This can be considered in relation to the fifty-two percent classified as having chronic truancy problems by their former counselors.

Objective Two: Develop some degree of positive self-image in each student including changes in thinking and behavior, particularly in respect to self-understanding, self-esteem and feelings of being overwhelmed and criticized.

Eighty-six percent of current students reported changes attributable to Off Campus High School and ninety-four percent of the parents of current students reported change. Eighty-four percent of former students and sixty-nine percent of their parents reported change. One-hundred percent of teacher-counselors reported student change. Eighty-four percent of current students and sixty-one percent of former students reported increased confidence in respect to school achievement, and all of the staff, over half of current students and fifty-seven percent of former students reported a more favorable attitude by the students toward themselves. Most of the staff, forty-five percent of current students and thirty-nine percent of former students reported greater confidence in social situations. Thirty-four percent of current students and twenty-nine percent of former students reported decreased feelings of being overwhelmed and criticized. Parents of current students and former students who responded tended to be even more positive in respect to changes in these last two areas.

The eight reading students who were reached and who responded all reported a more positive attitude toward reading, and almost all reported improvement in and more interest in reading.

Objective Three: Develop a reading competence sufficient to cope with everyday reading requirements.

For those reading students who had had at least eleven sessions and who had had pre and post testing, the average number of month's gain, in comparison with national test norms, in spelling, word recognition,

Off Campus High School Evaluation
Summary and Conclusions (Cont.)

and reading comprehension indicate a rate of growth markedly above the average national rate (1.8 to 4.3 months per month). This marked gain is thought to be in part due to a change in attitude toward reading and in increased confidence.

Question 3. What curriculum and other strategies are being used and how are they working?

The strategy which tended to be rated highest by the current students, parents of current students, former students and staff is the regular one-to-one contacts between teacher-counselor and students, which makes it possible to give individual attention and instruction and to relate personally to the students. The informal friendly open atmosphere where students and staff work together in an atmosphere of mutual respect was stressed, as was the reduced competition. All groups reported almost all strategies as working very well, with the apparent exception of working with groups in the community.

Some of the staff pointed out that it is sometimes a slow process to get a student started in the direction of taking the initiative in and responsibility for their own choices because this may be a relatively new experience for them.

In respect to the Off Campus curriculum, Dr. Howard Johnson summarizes the report of the committee for curriculum review as follows:

"The committee finds Off Campus programs in English, mathematics, social studies, and science to be generally compatible with those of the regular Bellevue secondary schools. The most significant difference in programs rests in the methodology of instruction rather than the subject area content. The individual contract method is used rather uniformly in the Off Campus High School programs. This method is founded upon sound learning principles and seems particularly well suited to those students attending the Off Campus High School, many of whom have already shown an inability to learn in the more conventional group-paced and teacher-directed instructional setting."

Question 4. What are the attitudes of directly involved people toward the program?

All groups very strongly endorsed the program (84% to 100%), with only very small percentages of any of the groups disliking it or feeling it to be non-beneficial. The Off Campus staff was most positive (100%), parents of current students next (94%), former students next (92%), and current students and parents of former students next (91%). All subgroups were ninety percent or more favorable with the exception of parents of current girl students (84%) and parents of former girl students (85%).

Question 5. What is the cost of the program over-all and to the District?

Off Campus High School Evaluation
Summary and Conclusions (Cont.)

The total cost in 1971-1972 was $96,859. This was $5.01 per student per day for a 210 day program in Off Campus, compared to $5.47 per student per day in the regular 180 day Bellevue high school program. The Off Campus costs do not include administrative costs. This amount of $96,859 was funded through an ESEA Title I grant.

Question 6. What are other outcomes of the program?

There appeared to be a mild trend toward some differences between boys and girls as to their reactions and the reactions of their parents to the program. Although very positive changes were generally reported for both boys and girls, boys were seen as changing somewhat more in some areas by most groups, particularly in care of equipment and facilities, planning and organizing their own activities, and confidence in social situations. However, the nature of the items and some of the comments suggest that more room for change in boys in these areas was perceived.

More parents of girls, but still the minority of these parents, are unsure how much their girls are learning. Almost all of the current girl students reported on their own, however, that they are learning more than formerly.

Ten case history abstracts describe in depth the former problems and negative attitudes of these randomly selected students and the very positive outcomes related to their Off Campus High School experiences.

Question 7. What implications are there as to needs which remain unmet in the Off Campus High School program and in the District. The fact that there are 106 on the waiting list and 47 other applicants either out of school or in school but with problems similar to those of the current students, indicates that there is considerably more need than Off Campus High School is meeting or can meet. Suggestions have been made to enlarge or to provide other such schools. Frequent requests were made in comments for additional kinds of activities such as more vocational emphasis. Many individuals suggested other school units in order to maintain the informal atmosphere at Off Campus, which appears to facilitate the close staff-student relationship.

Various respondents stressed the need for additional space, equipment and staff to provide for quiet study, for large and small groups, and for more courses and activities--particularly art, music, physical activities, more science and home-making. All groups requested more transportation. They suggest more community involvement, more group activities and custodial help. They request a change in the requirements for admission so that an alternative is available to a student before he has developed negative attitudes to the point of being suspended or dropping out and thus being stigmatized and more difficult

Off Campus High School Evaluation
Summary and Conclusions (Cont.)

to help. Some teacher-counselors indicate a need for more knowledge of counseling techniques, although the questionnaire feed-back and other data suggest a great deal of teacher-counselor success in this role. Students on the waiting list comment on not being contacted during long waiting periods. Some teachers reported feeling isolated from the rest of the District. Other respondents suggested more District involvement and the adaptation of some of the Off Campus principles to other schools.

The students express concern about being last in line in securing Driver's Education after the regular high school students, and some students and parents request a woman teacher-counselor. Custodial help has now been secured and some art is now being given.

In cooperation with the head teacher, Mr. Jennings, and with Dr. Jack Thompson and Dr. William Mattick of the Pupil Personnel Services Department, the following implications or suggestions have been developed:

1) Consideration should be given to meeting the needs of additional students and students with different needs. Additional students include those presently out of school and on the Off Campus waiting list and students enrolled in the regular high school program but on the verge of dropping out or of being suspended. Students with different needs include:

   a) Those who need more vocational training; diversified education involving on the job training needs consideration.

   b) Continuing education for pregnant girls. A specific proposal in respect to such a program has been submitted to Dr. Alden Clark, Assistant Superintendent for Curriculum and Instruction.

2) Employment of a liason counselor would be very helpful. This counselor would have a variety of responsibilities, including working with students and their parents in their homes or wherever they might be, and working with agencies such as the Army, the Police and the Juvenile Court.

3) An expanded volunteer program is needed, with the volunteers working with students in the area of the volunteer's specialty, such as foreign language.

4) Exploration is needed of possible means of providing student transportation to Off Campus High School.

Off Campus High School Evaluation
Summary and Conclusions (Cont.)

5) Early identification of candidates for the Off Campus program would be desirable. At the present time, many Off Campus students have had a long series of failures in the regular high school program. This early identification process would hopefully eliminate much of the frustration and failure experienced by these students by earlier placement in the Off Campus program.

6) Consideration is needed for providing an adequate facility and funding to provide space, staffing, and/or equipment for:

   a) Individual teacher-student conferencing

   b) Group meetings

   c) Study areas for students

   d) Some additional enrichment, such as art, physical activities, cooking, sewing and music.

7) Consideration is needed for in-service training in counseling for teacher-counselors.

8) Major focus on required courses needs to be maintained.

9) Additional planning for group activities appears desirable.

10) It would be desirable to institute a procedure for maintaining contact with those students who are on the waiting list.

11) Development of more communication between the Off Campus High School staff and administrative and teaching staffs of the other high schools needs to be considered.

12) Equal opportunity for Off Campus High School students to take Driver's Education needs to be arranged if possible.

13) Although there are now part time women staff members, if further full-time teacher-counselors are added, strong consideration needs to be given to qualified women candidates.

14) The suggestions of the curriculum review committee are summarized by Dr. Howard Johnson as follows:

> "Several specific suggestions or areas of further study have been mentioned previously and no attempt is made in this concluding statement to list all such concerns. Of particular importance, however, is the expansion of laboratory work in the science area, the provision for a somewhat broader selection of elective units in mathematics and

Off Campus High School Evaluation
Summary and Conclusions (Cont.)

social studies, the expansion of group activities to the extent of student acceptance, and the consideration of a mathematics competency program similar to that presently operating in the regular Bellevue high schools.[1]

1. These recommendations are detailed in the body of the report.